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ABSTRACT

First-year evaluation of the Career Education Plus (CE+) project at Minot High School (North Dakota) was conducted. CE+ is an alternative educational program that provides career education learning opportunities for students in grades 9 and 10. Generalized project objectives were as follows: to provide for competencies in basic skills; to enhance good working habits and work values; to become proficient in decision making, job hunting, and job-getting skills; to explore the world of work; to provide specific training in job entry skills; and to provide for continual guidance activity. Evaluation focused on implementation of the management plan; process assessment of life, basic, and career skills learning; product evaluation of student terminal objective outcomes; and participant perceptions. Pretest and posttest comparisons were used to measure student growth, and traditional experimental and control group comparisons to measure the effect of project participation. Specific behavioral objectives either achieved or partially achieved were in the following areas: improvement in oral communication, writing skills, and basic quantitative skills; satisfactory completion of projects and competencies; development of career knowledge; and career explorations. Objectives not achieved at this point were in the areas of improvement in reading skills, development of self-knowledge, more positive attitude toward work, and higher level of career awareness. Survey results were generally favorable. (Appendixes, which comprise the major portion of the document, contain the third-party evaluation report with data analysis, and products and materials used in the project.) (TA)

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ED150290

Interim Report

Project No. 502AH60069
Grant No. G08-76-00113

Career Education: Planning, Learning, Understanding, Succeeding
CE+

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Exemplary Project in Vocational Education
Conducted Under
Part D of Public Law 90-576

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November 1977

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SUMMARY OF THE REPORT

A. TIME PERIOD COVERED

The time period covered by this report is from September 1, 1976 through August 31, 1977.

B. GOALS AND OBJECTIVES

Through the CE+ Project, students will benefit from a two-fold objective; that of strengthening the relevancy of education, and that of obtaining a more realistic picture of the business and labor structure of their community.

Career Education Plus will help bridge the gap between school and work by providing experiences that will help students realize the relevancy of subjects in their curriculum. Students participating in work experience in the community will see the reasons behind the subjects they are taking and the skills obtained through these subject areas.

Another objective will be to lower the level of youth unemployment in the Minot community. Through exposure to the community work base, students will have a more realistic understanding of what exists in the world of work. Employers, on the other hand, will realize the great potential of youth as employees. They will also benefit by seeing that students from all backgrounds and of all abilities can serve as useful employees if given the opportunity.

The project is designed in part to serve those students with academic, socioeconomic, and physical handicaps. These groups, as all others involved in the project, will be exposed to the advantages of their education as a vehicle to improve their economic situation, their social standing in the community, their abilities individually, and in the case of the physically handicapped, their usefulness in jobs that are available to them.

The project will attempt to bring to the student the role of economic independence and self-reliance in the adult world through the process of decision making and preparation that leads to this role of independence.

It is also a goal of CE+ to bring public education closer to such manpower agencies as Vocational Education, Job Service and other relevant manpower agencies. The cooperation between these manpower bodies and the local district is necessary for harmonious implementation of the project.

The societal objectives of career education are to help all individuals to: 1. want to work, 2. acquire the skills necessary for work in these times, and 3. engage in work that is satisfying to the individual and beneficial to society.

C. RESULTS: ACCOMPLISHMENTS

The students perceived that the relevancy of their education was strengthened through CE+. On a student survey administered by the third party evaluator, students rated several items on a basis of 1 (of little or no help) to 5 (very helpful). Several statements rated 5 were: learn how your interests and abilities fit into potential careers, learn the basic skills necessary for the careers that interest you, and gain confidence in your ability to apply basic skills to complete tasks and to solve problems around you.

The employers involved in the project believed that students obtained a more realistic picture of the business world. The survey administered to these employers by the third party evaluator revealed the following information: the employers rated the strengths of the program in three items; students learn about a variety of careers, students learn about real life situations, and students get experience in working with adults. The employers felt that the main benefit of the program was that students get a first hand knowledge of the demands in a "real world."

The objective of lowering the level of youth unemployment in the Minot community will have to be looked at as a long term goal. However, employers have had the opportunity to see first hand how students can function as useful employees if given the chance. The employers participated in the program because they felt that the "program was worthwhile," and their participation was a community service.

The project was directed at a genuine cross section of the student population at Minot High School. Students participated who were from the complete academic spectrum. Various socioeconomic levels were represented in the program. All of the students in the project were provided the opportunity through job explorations to view the advantages of their education as a vehicle to improve their economic situation, their social standing in the community and their individual abilities.

According to the survey administered to parents, students obtained the following positive changes in economic independence and self reliance in the adult world: 1. students achieved greater maturity or self-direction, 2. students achieved greater self-confidence, 3. students had clearer direction about their future, 4. students had better understanding of jobs, and 5. students developed a more realistic attitude toward life and work.

A close working relationship has been developed between Vocational Education and the CE+ Project. Several individual meetings have been held to coordinate the activities of the project with the on-going vocational programs at Minot High School. Care has been taken to insure that no duplication of services occurs that might hinder the operations of any established program.

Other manpower agencies and organizations have been apprised of the project. In fact, the Job Service of North Dakota is an active participant in the program. A member of the project staff is currently serving on the Area Manpower Planning Board.

The societal objectives listed are both objective and subjective. The Career Education Plus Project has provided an opportunity for students to explore careers, study their interests and abilities, observe the adult world and interact with students, parents, staff and the community. Through these activities, students can learn to want to work, acquire the skills necessary for work in these times and engage in work that is satisfying to the individual and beneficial to society.

D. EVALUATION

The project evaluation prepared by the third party evaluator is presented in its entirety in Appendix A. Several of the specific behavioral objectives were either achieved or partially achieved. Several of the objectives were not achieved at this point in the project. A more detailed description of this evaluation is presented in the accomplishments section of the report.

Many of the goals of the project were met in the perceptions of students, parents, employers and staff. Surveys were utilized to gain this project information. The results of these surveys were generally favorable. For more specific information regarding these goals, see the third party evaluation report in Appendix A.

E. CONCLUSIONS AND RECOMMENDATIONS

Career Education Plus provides students at Minot High School an opportunity to experience the real world of work. It accomplishes this task through various learning strategies that are further clarified in this report. It bridges the gap between career awareness and actual vocational or college preparatory experiences. Students actually explore job sites in the community gaining hands-on experience that they would not ordinarily receive in traditional classes.

The project has only been in operation for one semester. In order to achieve the project goals and objectives, it is necessary to continue

the program for the second year. Recommendations are included in the body of the report. It will be necessary to adapt project successes and eliminate problems that have come up in the early stages of the program. However, it is recommended that the project continue to operate and fill the void in job exploratory experiences.

BODY OF THE REPORT

A. ACCOMPLISHMENTS

The need or problem area to which the project was directed arose out of the career education activities of the junior high school. The junior high school program is a career awareness project aimed at exposing the career choices available in today's world of work. The advisory committees to the junior high career program and the vocational areas have advised the school district officials that exploratory activities are essential. Students who are gaining career awareness are now seeking experience on-site to determine if their abilities and personal resources meet the demands of that occupation or career that they have chosen to explore.

The statement of need was evidenced on the local level by pre and post testing given to eighth grade students in the career awareness project. The results of the testing survey indicated that some of the career needs relating to junior high school students were being partially satisfied.

A statewide survey supported the need for Experience Based Career Education. A descriptive summary follows:

The North Dakota Association of Student Councils through a North Dakota Vocational Education grant surveyed 7,465 11th and 12th grade students from 62 North Dakota public schools for the following purposes:

1. *Survey and analyze the opinion of the secondary students in the state of North Dakota toward this knowledge of career and occupational information.*

2. *Determine if public secondary education is giving adequate career and occupational information to students.*

3. *Determine where students were learning about careers.*

A descriptive summary of the results of this survey are itemized in the CE+ original proposal (pages 14-16). It is noted there that most students thought that their present school work would be helpful in choosing a later career. Most indicated, however, that their teachers had not talked to them individually about getting a job, attending a four-year college or getting vocational training. Yet, they did feel that the teachers discussed the various occupations which are related to school subjects.

Over half of the students felt that the school had helped them to consider information about themselves as it relates to their future plans. Most of the students rated the school as "somewhat" successful in making them aware of continued changes in the world of work.

There appeared to be a need for schools to be more than "somewhat" successful in making students aware of continued changes in the world of work. It was determined that an experience component was needed to bridge the gap from awareness to vocational training.

The specific goals and objectives of the project are as follows:

1. Students who participate in the program will acquire basic academic skills which are at least equal to their counterparts in a traditional program.

2. Students who participate in the program will demonstrate that they have developed study skills which are superior to those developed by students in a traditional program.

3. Students who participate in the program will show a more positive attitude toward work than a traditional group.

4. Students who participate in the program will demonstrate a higher level of self-awareness and career-awareness than will students in a traditional program.

5. Students who participate in the program will demonstrate a higher level of career decision-making skills, job-hunting and job-getting skills than students in a traditional program.

6. Students who participate will have greater awareness of their opportunities for continuing and recurrent education than will students in a traditional program.

7. Students who participate in the program will have a higher level of satisfaction with themselves, with their choices of education or work than will students in a traditional program.

8. Students who participate in the program will be more likely to select career areas for exploration, for their career goals, or for career preparation which are different than those normally expected for their sex-role than will students in a traditional program.

9. Students who participate in the program will be more likely to select appropriate vocational programs and find more meaning and importance associated with developing vocational skills.

10. Students who participate in the program will have job-entry skills which will permit them a choice of a job, further education or both in a cluster program area of their choosing.

A summary of the results and accomplishments against each of the goals and objectives follows:

Some consideration has been given to the long range impact of the project. Objectives 7, 8, 9, and 10 are geared more to this level, since the grade 9 and 10 students will not at the time be making choices about their future plans for education, or selecting career areas or goals, or vocational programs, or will be too concerned with a permanent choice of an occupation or further education. These objectives tend to be terminal objectives of the third year cycle and for these reasons objectives 7, 8, 9, and 10 were not evaluated at this time.

Evaluation rationale and specific tools of evaluation are further explained in the third-party evaluation section of this report. A brief statement of accomplishment against each objective is presented here. For further study of each goal, refer to the section on Data Collection and Evaluation in this report.

Objective 1 -- The project has accomplished this goal because the experimental group is equal to and greater than their counterparts on all comparisons.

Objective 2 -- On all 12 of the comparisons there were no significant differences between the experimental group and the control group on the Study Skills Subtests. The project has not accomplished this objective, since there are no differences between the two groups.

Objective 3 -- On all 9 of the comparisons there were no significant differences between the two groups on Career Attitude. The project has not accomplished this objective, since there are no differences between the two gruops.

Objective 4 -- On all six comparisons there were no significant differences between the two groups on self-awareness and knowledge. The project has not accomplished this goal, because there are no differences between the two groups.

Objective 5 -- Of the nine comparisons, six showed no significant differences. However, three comparisons were in favor of the experimental groups. CE+ students did better than the other students on career activity and exploration. The project has only partially accomplished this objective.

Objective 6 -- On one comparison, there is no difference. On two comparisons there are differences in favor of CE+ students on the variable of school. The project has partially accomplished this objective.

B. MAJOR ACTIVITIES AND EVENTS

Forty students participated in the Career Education Plus program the first year. These students were grouped into two three hour blocks of time -- one in the morning and one in the afternoon. The students represented a randomly selected cross section of the Central Campus ninth and tenth grade students. Students actually began activities in CE+ at the beginning of the second semester in January, 1977.

The project instructional staff consisted of five individuals. Since the project is modeled after the pilot program in Tigard, Oregon, job titles were patterened after those in Tigard. One staff person served as both Local Coordinator and Employer Relations Specialist; one staff member performed as Student Coordinator and Learning Manager; one staff person served as Resource Specialist and Learning Manager; one individual functioned as a Basic Skills Learning Aid. The program also has a secretary.

The project design was basically organized in three major content areas. Each student's learning was individually planned in the areas of Basic Skills, Life Skills and Career Development. Student plans were carefully interwoven so that Life Skill activities involved practice in Basic Skills and helped place Career Development experiences in perspective. A more detailed description of these areas follows:

1. Basic Skills -- The Basic Skills component of the curriculum was incorporated into the program to insure that students who participate in CE+ will acquire basic academic skills which

are at least equal to their counterparts in a traditional program. The students worked on an individualized basis with the learning aid. Students were required to make an appointment at least once a week for a half hour to improve their basic skills in reading, writing and arithmetic. The skills deficiencies were discovered through the use of programmed materials and actual project assignments. Individual records were kept on each student to monitor their progress. Instruments used to achieve this goal were the ILA (Individual Learning Activities) in communications developed by the Research for Better Schools in Philadelphia; SRA materials in math (decimals, percents, and fractions) and also additional math aids developed by Holt, Rinehart, & Winston. The materials utilized are listed in the Bibliography of materials found in Appendix B.

2. Life Skills -- The Life Skills component included six categories which emphasized life-long learning, personal growth and the relationship of individuals to the community. These six categories were: 1. Creative Development, 2. Critical Thinking, 3. Functional Citizenship, 4. Personal/Social Development, 5. Science and 6. Competencies.

   These Life Skills activities consisted of individually planned projects, as well as pre-planned projects. These projects included a variety of activities such as written reports, the construction of models, surveys and other individualized activities. Each student was to complete five projects during the course of the semester -- one in each of the five life skills areas.

   The sixth area of the Life Skills component was the competencies which provided the student with survival skills needed in adult day to day living. The students worked on the competency materials provided in the learning resource center either in small groups or individually. When they felt confident that they understood the information relative to a specific competency, they made an appointment with a community resource person who evaluated and certified the competency. Each student was required to complete five competencies during the course of the semester. A copy of the competency workbook developed by the project is included in Appendix G.

3. Career Development -- Career Development activities were designed to increase the student's knowledge of careers and the world of work. This portion of the project consisted of two levels of utilization: one was the exploration level and the other was the learning level. Students went to a job site for

an exploration level (3-5 days--1 to 2½ hours per day) prior to completing the learning level. While they were on the exploration level, they completed a career exploration guide which summarized that job's requirements and specifications. The exploration guide included training agreements, time contract cards and employer report cards which were turned into the employer relations specialist prior to completion of the exploration. A sample copy of the exploration guide developed by the project is included in Appendix H.

Students selected one of their favorite exploration sites to use for a learning level (3 to 6 weeks). At this level, students were involved in actual "hands-on" experiences and functioned as on-the-job trainees. Progress reports were conducted periodically for each student by the ERS to assess progress and conduct evaluation.

Students were also required to keep a CE+ journal on a daily basis. Their journal writing gave them an opportunity to communicate with the staff their thoughts and experiences. It also provided the staff an opportunity to evaluate writing skills.

The CE+ students were given an orientation that described project requirements, procedures and activities. A special student handbook was developed by the project which provided all of the necessary information the student needed to begin program activities. A copy of this handbook is included in Appendix F.

The project developed a slide/tape presentation which describes Career Education Plus. This presentation will be used in future student orientation sessions, community seminars and other in-service sessions.

A Summary of Community Resource Usage was put together in an attempt to show the extent and variety of community resource usage by the CE+ program. A copy of this report is included in Appendix D.

C. PROBLEMS

The project timeline was slowed somewhat due to the lateness of project approval. However, the staff was able to catch up and prepare the necessary ground work for students to begin in CE+ in January 1977.

The number of students who enrolled in Career Education Plus at grades 9, 10, and 11 met our projected enrollment. However, the project wished to find out why more students did not request to be enrolled. A survey was administered to a sample population of each grade level to ascertain the reasons why. The single most important reason for not

taking CE+ appeared to be the length of time (three hour block) of class. This limits the number of elective classes a student may take. A tentative decision to go to two hour blocks verses the three hour block for the 1978-79 school term has been made by the administration. The change was not made for the 1977-78 school term due to pre-registration activities and pre-determined class loads.

The credit question has been resolved. Students received one credit in career education elective and one half credit in social studies elective for the first year. Students in the second and third years will receive either one and one half credits in career education for one semester, or three credits in career education for the entire year. A decision will be made in the second year in regard to setting a maximum number of credits allowed in career education.

D. PUBLICITY ACTIVITIES

The CE+ project developed a brochure and newsletter that describe project activities. Two copies of the newsletter were mailed to educators around the state and region. The newsletter will continue to be published on a monthly basis as the project continues. Sample copies of the newsletters are included in Appendix C of this report.

Various news articles appeared as a result of the CE+ program. The following items are representative samples of publicity activity and can be found in Appendix E of this report.

A news article announcing the grant award appeared in the Minot Daily News on October 16, 1976. Several other newspaper articles on Career Education Plus were published during the year. The articles were written as a result of the presentation given to the various service clubs.

The CE+ student coordinator was selected as Minot's Young Career Woman for 1977. Her selection was based partially on her explanation of the CE+ project.

News articles appeared in two school related publications. One article appeared in the school newspaper, Central Campus Crier which is geared primarily to students. The other article was in the Central Campus newsletter entitled "Princ-i-Pals," for teachers.

An article was published in the July 5, 1977 issue of the Minot Daily News thanking the community resource people who participated in the CE+ project for the first year.

Many individuals visited the project site as consultants and guests.

Mr. Lyle Sorum, Assistant Superintendent in the Fargo, North Dakota, Public School System visited the CE+ project and gave the staff an overview of how the Mission Possible program in Fargo related to the CE+ program.

Mr. Robert Lamp, Vocational Guidance Supervisor, State Board for Vocational Education, Bismarck, North Dakota, visited the CE+ project during the Northwest Regional Educational Laboratory staff workshop.

Mr. Larry Steves, Guidance Counselor, Rocky Mountain House, Alberta, Canada, visited the project and took back materials and information on Career Education Plus to his school. Further materials were forwarded to him as they were developed.

Mr. Dave Massey, Career Education Coordinator for the North Dakota Department of Public Instruction, visited the CE+ project. He viewed the slide/tape presentation on Career Education Plus and discussed the mechanics of the program with the local project coordinator.

E. DISSEMINATION ACTIVITIES

The following dissemination activities were part of the first year activity:

1. Dissemination of CE+ Brochures and an accompanying letter of explanation was addressed to all North Dakota State Board for Vocational Education staff members.

2. A dissemination of the CE+ Brochure included all administrators, principals, counselors, local vocational directors and Region VIII Part D Project Directors.

3. Newsletter articles about CE+ were included in the October, 1976, and February, 1977, issues of the North Dakota Career Education Newsletter. The newsletter is distributed to approximately 2,200 individuals throughout the state.

4. On September, 20, 1976, a meeting was held with Mr. Dave Birchem, Area Director, U.S. Department of Labor, Wage and Hour Division. Another copy of the final CE+ proposal was left with him. The discussion centered around the CE+ Project cooperation with the Wage & Hour Division and the implications that the project may have pertaining to regulations issued by Mr. Birchem's office.

5. CE+ staff has disseminated program information along with personal visits to the following schools in North Dakota: Makoti, Harvey, Palermo, Columbus, New Salem, Hebron, Cooperstown and Northwood.

6. A letter of invitation to attend the National Conference "Increasing the Impact of Innovative Projects" at Fort Worth, Texas, was sent to approximately sixty North Dakota teacher educators.

7. Continual contact was maintained with the Region VIII Exemplary projects via sharing materials produced, letters and memos. Such letters and memos substantiating cooperation and contact with our Region VIII counterparts are on file in the project director's and local coordinator's offices.

8. An article describing the Career Education Plus project was included in the North Dakota Vocational News. This is an official publication of vocational and technical education. The publication is sent to over 2,000 individuals including secondary and post-secondary instructors, the Department of Public Instruction, local vocational directors and superintendents.

9. The April issue of Career Development In North Dakota newsletter included an article about the CE+ project. The newsletter is mailed to over 2,000 North Dakota educators.

10. Brochures and materials from the CE+ project were shared with an education class at Mary College in Bismarck, North Dakota.

11. An area school career education workshop was held in Jamestown, North Dakota, on March 30, 1977. Materials (brochures) were distributed to the participants.

12. Copies of the quarterly reports were distributed to all Region VIII Part D Project Directors and to the Area Director, U.S. Department of Labor, Wage & Hour Division.

13. CE+ materials and information were distributed to several schools upon request. Materials were sent to Wanblee, South Dakota; Project SCECAMP in Brooklyn, New York; County of Parkland No. 31 in Stony Plain, Alberta, Canada; Rocky Mountain High School in Rocky Mountain House, Alberta, Canada; and the Alsen School District #2 in Alsen, North Dakota.

14. Career Education Plus materials and information were sent to the Northwest Regional Educational Laboratory in Portland, Oregon.

15. Workshops that included a CE+ program presentation were conducted the first quarter. The sites of the workshops were Wishek, Mandan (St. Joseph's School) and New Salem.

16. A brief presentation of the CE+ program was made at a Liaison Meeting between the Department of Public Instruction and the State Board for Vocational Education.

17. Dissemination of the CE+ Brochure and a program presentation of the CE+ program was made at a joint meeting of the State Board for Vocational Education staff, Minot administrators and the Minot vocational teachers. The presentation was part of the State Board for Vocational Education's three day technical assistance visitation of the Minot school system's vocational programs.

18. A presentation was given at the National Conference of the American School Counselors Association (ASCA) during the American Personnel & Guidance Association (APGA) National Convention. The convention was held during the week of March 6-9, 1977, in Dallas, Texas. CE+ materials were distributed.

19. A presentation was given to the Philosophy of Vocational Education class being taught for area vocational personnel at Williston, North Dakota. Materials were distributed.

20. A presentation on the goals and progress of Career Education Plus was given to a Minot State College class. The class is part of a vocational education course and is entitled Coordination of Cooperative Programs. The class members in attendance were provided copies of the project's brochure and latest newsletter.

21. Service club presentations on Career Education Plus were delivered during December and January. The objectives were to inform the community about the project and also solicit prospective employers for participation. The clubs attended were: Exchange Club, Rotary Club, Kiwanis Club, Minot Lions Club, Sertoma Club, Hooterville Lions Club, Magic City Lions Club and the Inter Agency Council.

22. A CE+ presentation was made at the annual Vocational Education All Service Conference in Bismarck, North Dakota. Vocational guidance counselors from around the state received information and materials about Career Education Plus.

F. DATA COLLECTION AND EVALUATION

An on-going internal evaluation was a day to day experience for the entire staff of the career education project. This was necessary due to the uniqueness of the activities involved in CE+. Many minor changes were made that did not significantly change the program, but were made to enhance the learning experiences for students.

However, there were several administrative meetings held to resolve a few important situations in the CE+ program. These meetings were attended by the district superintendent, assistant superintendent, supervisor of secondary education, principals of the local high school and CE+ staff. The problems discussed are presented in Section C of this report. They deal with the issues of credit and length of class periods.

In the area of credit, it has been decided that students will receive either 1½ credits in career education for one semester or 3 credits in career education for the entire 1977-78 school year. In January, 1978, a decision will be made in regard to setting a maximum number of credits allowed in career education.

The three hour block of time now required in CE+ does not allow students to take other elective courses. It is believed that project requirements can be condensed into a two hour block of time and still achieve program objectives. Consequently, a tentative decision to go to two hour blocks verses the three hour block for the 1978-79 school term was made.

The CE+ staff proposed that the projects in the life skills area of the curriculum be changed. By accomplishing this the projects would be easier to incorporate into the curriculum. The students would also have a better understanding of what the expected outcomes are in the projects. Basically, the Far West Educational Laboratory project titles will replace the projects developed by the Northwest Regional Educational Laboratory. The new projects will be under the five following categories: science, communications, social science, personal development and commerce. Specific projects were developed by local instructors in the workshop held in June, 1977. More information on this workshop is presented in Section H of this report.

The third party evaluation report is presented in total in Appendix A.

G. STAFF EMPLOYMENT AND UTILIZATION

The time commitments of project personnel have not, for the most part, changed substantially from the project proposal plan. A Management Plan - Time Delineation Chart has been developed. This chart gives the percentage of time spent by project staff on the various duties required to achieve program goals and objectives.

The one major deviation from the original proposal involves the learning aid. This staff member's duties have changed from primarily clerical to counseling and tutoring students in basic skills. The new percentage of time spent in these activities is noted on the Time Delineation Chart.

Clerical duties are handled mainly by the project secretary. These alterations of duties were made to better meet the needs of the project. The learning aid is a certified teacher who is well qualified to work with students on basic skills in an individualized setting. It was found, however, that four hours a day would not be sufficient to involve all the students in the project in basic skills activities. Therefore, the learning aid's hours were increased to six hours a day.

H. STAFF DEVELOPMENT

During the year, three basic areas of staff development evolved. These areas included project staff in-service, faculty/administration in-service and employer/instructor in-service.

1. Project Staff In-Service

   a. Project Director, Jerry Tuchscherer, met with the project staff during the third week of September and talked with the staff on a wide range of subjects regarding career education. Some of the topics were student selection, insurance, third party evaluation, grades and credits, contact people, publicity, public relations and parental involvement. Mr. Tuchscherer also gave us information on the background of career education, the major figures involved in it and the structure of the United States Office of Education as it relates to the CE+ program.

   b. In November, 1976, the project staff met with Mr. Lyle Sorum at the CE+ learning center. Mr. Sorum is an Assistant Superintendent in the Fargo Public School System, the project director of that city's Mission Possible Career Education project and a member of the State Advisory Council for Vocational Education.

Mr. Sorum gave us an overview of the Mission Possible project and covered areas that were related to the CE+ project. Some of these areas included site recruitment, public relations, resource selection and insurance. We also discussed other career education projects and previewed materials which he had brought with him.

c. The Northwest Regional Educational Laboratory prepared and conducted an in-service workshop for the CE+ staff. Ms. Nancy Anderson of the NWREL in Portland spent three days in Minot helping the staff become more familiar with a basic knowledge of EBCE strategies. Topics discussed during this time included student selection and orientation, project writing and integrating, LSAF completion, cluster integration, record keeping and reporting, use of manuals developed by NWREL, ordering of instructional materials, publicity, staff roles, third party evaluation, community resources, site recruitment, community contacts and new NWREL materials.

d. The project staff traveled to Devils Lake, North Dakota, in order to talk with the people involved in that city's recently completed career education project. Information was shared with the staff in regard to record keeping, resources and equipment and general day to day project activities.

e. Two project staff members attended the Commissioner's National Conference on Career Education in Houston, Texas, in November, 1976. Special sessions attended were Evaluation Processes; Systematic Management; The Role of the Career Education Coordinator, Involving the Business Community; Developing a Career Education Resource Center, Experience Based Career Education; Basic Concepts of Career Education and others.

f. The local Coordinator attended the IIIP (Increasing the Impact of Innovative Projects) conference in Fort Worth, Texas, during the month of February. Special sessions attended included: establishing standards for the awarding of academic credit for projects conducted in the community; meeting requirements for achieving sex fair guidance and career opportunities; dissemination of project results from one school district to another and several other general sessions on dissemination.

g. The project resource specialist/learning manager, Dave Kjos, attended a conference on non-traditional careers for women. The conference was entitled "Everything You Never Knew About Careers, and Were Not Even Asked to Find Out." Several sessions attended were: Grab the Brass Ring, It's Swinging Your Way; Anything is Possible, potential for women in non-traditional careers; Why Does Life Have to Be So Hard, barriers for women in non-traditional careers. Focus sessions were held in areas of law and public affairs, business, marketing, management, media, religion, banking, medical science, science, and technical management. A summary of the conference was presented to the staff members that were unable to attend the meetings.

h. The project director, student coordinator, and resource specialist journeyed to Denver in June, 1977, to take in the NWREL Conference on EBCE sites. The conference proved beneficial in that sites modeled after the EBCE program in Tigard, Oregon, were brought together to share ideas and solve common problems. Major topics of concern included curriculum and credit; community resource usage; program evaluation; sex role stereotyping and student accountability and recordkeeping. Individual sites presented a short summary of their program operations with NWREL staff members providing leadership and direction.

i. The local coordinator attended a three day Facilitator's Training Workshop in Grand Forks, North Dakota. The title of the workshop was the Life Career Development System which was held in June, 1977. This system is built upon the principle that career decisions and plans are, in reality, life decisions and plans. The two should not be considered separately but as an integrated sequence involving one's values, goals and decisions for both the present and the future.

2. Faculty and Administration In-Service

a. Orientation for Central Campus faculty members and administrators was held in small group sessions early in the school year. General background on the program was presented to about 70 staff members. Information was also provided on curriculum components and student selection procedures. Other topics of discussion included student transportation, credits and grades, use of community instructors, resources, and facilities.

b. An in-service session for the district central school administrators was held in October, 1976. The group of 10 was given general background on the concept of career education and CE+ in particular. The curriculum components and student selection procedures were explained, in addition to the use of community and other resources.

c. Individual meetings with several vocational coordinators were held during the year to explain the goals and objectives of Career Education Plus.

d. In October, the CE+ staff attended a regularly scheduled school board meeting. Each staff member made a brief presentation on some phase of the CE+ program: background, curriculum, design, and student selection, community involvement, facilities and future plans for further development.

e. During the month of June, 10 teachers from Central Campus were asked to participate in a week long workshop designed to develop additional project curriculum. These teachers represented the following five areas: commerce, personal development, communications, science and social studies. The workshop participants were asked to produce individualized projects in these areas that would be relevant to students in the Minot district.

3. Employer Instructor In-Service

a. Two sessions were held with community resource people at the CE+ learning center. The first meeting was to further introduce the program to them and the second session was held to receive feedback from the community and answer questions concerning the project. Individual meetings with all the participating employers and their representatives were held throughout the year to maintain progress reports on student learning experiences.

b. Early in the year an orientation presentation was held to inform the educational committee of the local Chamber of Commerce about the new career education program in Minot. They endorsed the program and have been regularly apprised of the progress of the program.

I. CONCLUSIONS AND RECOMMENDATIONS

The Career Education Plus project has achieved many of its stated goals and objectives. The perceptions of the project participants reveal numerous positive aspects in the career education program. Many conclusions can be drawn from the students, parents and employers perceptions of the project.

The students statements were very positive in regard to explorations and learning levels. Many new job sites will be available for exploration in the second year of operation.

Most students really enjoyed the competencies and found them very practical and meaningful. A few minor changes will be made concerning competencies for the second year.

Some students were very positive about their basic skills experience; however, many felt they had learned little if anything. Students will continue to receive additional help in the areas of reading, writing and arithmetic as part of the project activities.

The projects caused many problems and negative feelings as some students found them boring, too bothersome and ambiguous. The projects have been redesigned for the second year to make them more interesting, manageable and relevant. More details are presented concerning projects in the section on staff development in this report.

Students tended to feel that two specific aspects of the project were quite successful. These two aspects are the social development of the students and the career development of students.

The perceptions of the parents are deemed as being extremely important to the project. Many of the positive perceptions are presented here. Eighty-six percent (86%) of the parents felt that their child's experience with CE+ compared better or much better with the past school experience of their child. Eighty-three percent (83%) indicated that they would want their child to participate in the program if they had to do it over again.

Ninety percent (90%) indicated that their child liked the CE+ program better or much better than past school experiences. Ninety-three percent (93%) felt that they had received enough information about their child's progress in the CE+ program.

Over eighty percent (80%) indicated the project helped their child learn about occupations and helped form career plans. Seventy-six percent (76%) felt their child was more motivated to learn in the CE+ atmosphere and that their child talked very often about the happenings in the CE+ program.

Fifty-nine percent (59%) of parents indicated that the major weakness of the program was the lack of a variety of job sites to meet students' interests. The project intends to increase the job sites available in the second year as well as the following years.

The employers' perceptions of the project are valuable to the project's future. All employers surveyed felt that the program staff provided them with enough information to help direct student activities at the site. They also stated that they would recommend to a potential employer that he/she become involved with the program. Seventy-nine percent (79%) said they would continue in the program whereas eighteen percent (18%) were not quite sure.

The employers overall evaluation of the students was very positive. The employers tended to be satisfied with the students. Two items regarding feedback about students appeared to be of concern to employers. Most employers felt that they did not receive adequate feedback on the students after they leave the site nor did they receive adequate feedback about the effectiveness of their work with students. The project staff has designed new instruments that will provide employers with better feedback information in the future months of the project. Also, more site visits by project staff will be made to insure a better interaction with the employer instructors. They will benefit the student as well as the employer and staff.

APPENDIX A

THIRD PARTY EVALUATION REPORT

EVALUATION

CAREER EDUCATION PLUS
CENTRAL CAMPUS
MINOT PUBLIC SCHOOLS
MINOT, NORTH DAKOTA 58701

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INTRODUCTION

It is expedient at the outset to clarify and specify the evaluation rationale underlying the evaluation of this project. Evaluation is intrinsically an action-related process in the sense that an action referent is implied in every evaluation activity. Something is to be evaluated; the evaluative data are to be used for some purpose. That purpose always involves a decision of some kind, a question to be answered. Does a given program attain its objectives? What are the weak areas of a project? What aspects should be changed or deleted?

In the past 10 years, substantial progress has been made toward an appropriate definition for evaluation. Scriven and Stake have espoused the distinction between formative evaluation (evaluation concerned with program improvement) and summative evaluation (evaluation concerned with determining overall effectiveness). Stufflebeam has distinguished between process evaluation which serves to implement decisions to control project operations and product evaluation which serves to recycle decisions to judge and react to project attainments. It is this latter two-fold evaluation (process and product) which characterizes the present evaluation scheme.

The evaluation report as a whole will have these six major subdivisions:

I. Descriptive of Project and Site
II. Evaluation Rationale
III. Implementation Evaluation of Management Plan
IV. Process Evaluation: Life Skills, Basic Skills and Career Skills
V. Product Evaluation: Student Outcomes and Parents', Students' and Employers' Perceptions
VI. Summary

These six subdivisions follow the evaluation design as submitted with the original project.

Chapter I

Description of Project and Site

1. Project Title: Career Education PLUS (CE+)

2. Location: Minot, North Dakota

3. Source and Level of Funding:

Contract Period	
FY 1977	105,603
FY 1978	108,961
FY 1979	108,961
Total	323,525

4. Program Operations Start Date: September 1976

5. Brief Description of Project:

CE+ is an alternative educational program that provides career education learning opportunities for young people in Grades 9 and 10. The general goals of the program, procedures and outcomes can be summarized below.

STATEMENT OF OBJECTIVES: The generalized objectives of this secondary alternative education project are: (1) to provide for competencies in the basic skills required for adaptability in our rapidly changing society, (2) to provide opportunities to enhance good working habits, (3) to provide a means for evaluating good work values that foster in them a desire to work, (4) to provide an opportunity to become proficient in decision making skills, job-hunting skills, and job-getting skills, (5) to provide for an opportunity to explore the world-of-work thus creating an awareness of the options open to them, (6) to provide for specific training in job entry skills for those who do not have the opportunity in the traditional curriculum, and (7) to provide for continual guidance activity.

PROCEDURE TO BE FOLLOWED: The objectives of the project will be achieved through a series of related activities which include: (1) employment of staff members to coordinate the project activities in the school, community, and state, (2) selection, review, development and adapting appropriate materials, (3) provision of exploratory work experiences and opportunities to investigate clusters of occupations both in school and in the community, (4) intensive guidance activities to help in the elimination of sex-bias and sex-role stereotyping, (5) programming in-service activities for students, parents, community and teachers (local and statewide), and (6) adapting existing Experienced Based Career Education strategies that will enhance the program.

EXPECTED OUTCOMES: Successful completion of this project will enable students to: (1) acquire basic academic skills which are at least equal to their counterparts in a traditional program, (2) demonstrate that they have developed study habits which are superior to those developed by students in a traditional program, (3) show a more

positive attitude toward work than a traditional group and will, in stating personal values, indicate a desire to work, (4) demonstrate a higher level of self-awareness and career awareness than will students in a traditional program, (5) demonstrate a higher level of career decision making skills, job-hunting and job-getting skills than students in a traditional program, (6) have greater awareness of their opportunities for continuing and recurrent education than will students in a traditional program, (7) have a higher level of satisfaction with themselves, with their choices of education or work than will students in a traditional program, (8) be more likely to select career areas for exploration, for their career goals, or for career preparation which are different than those normally expected for their sex-role than will students in a traditional program, (9) be more likely to select appropriate vocational programs and find more meaning and importance associated with developing vocational skills, and (10) have job-entry skills which will permit them a choice of a job, further education or both in a cluster program area of their choosing.

6. Context (Community, School, Student Characteristics)

CE+ is presently serving students in grades 9 - 10, although the eventual targetted population are grades 9 - 12. The program has just completed its first year. The project is serving students in Minot, a medium-sized city in rural North Dakota. The program draws presently from the Central Campus School (grades 9-10) which serves the total community and operates out of the building itself. The ethnic make-up of students is predominantly white. The individual students in the program represent all levels of ability and achievement. The mean achievement scores of the CE+ students were within 10 percentile points of the median.

Chapter II

Evaluation Rationale

1. RATIONALE

The focus of the third-party evaluation of Career Education PLUS (CE+) is the satisfaction of information needs both inside and outside the project and the school district. The evaluator intends to provide implementation and process information to the staff of CE+, the local administrators, the Advisory Board, and the State Department as to the strengths and weaknesses of the on-going program, so as to identify specific areas for change as the project is implemented for the second year. The second aspect, more objective and outcome oriented, deals with the assessment of what students have gained from

participating in the program, and how well and to what degree the project has accomplished its student outcome objectives.

The specific areas to be evaluated and reported on include: (1) the staff's implementation of the management plan, (2) the process assessment of learning in the life skills, (3) the process assessment of student learning in basic skills and career skills, (4) the product evaluation of student terminal objective outcomes, and (5) the perceptions of the effectiveness of the program by parents, participating employers, and project students.

2. IMPLEMENTATION EVALUATION

In the implementation component of the evaluation, the concern is to provide periodic feedback to persons responsible for implementing plans and procedures. This evaluation has three main objectives: the first is to detect or predict defects in the procedural design, management plan, or their implementation during the implementation stages; the second is to provide information for programming and management decisions; and the third is to maintain a record of the procedure as it occurs. The audiences to whom this component of evaluation is mainly addressed are the project staff, local administrators and the Advisory Board.

3. PROCESS EVALUATION

In the process component of the evaluation, the concern is to provide periodic assessment of the process of learning that students are experiencing during the operational phase of the project. This phase is designed to discover the extent to which the program is achieving its process objectives in the areas of Life Skills, Basic Skills and Career Awareness. The feature of this component that distinguishes it from the outcome evaluation is that the variables either are ones which would not figure among the set of criteria we would use in an outcome study (though we must think of them as important because of their relevance to improved methods) or they are only a sub-group or subset of such summative criteria. The main concern is process. The audiences to whom this component is addressed are the project staff, local administrators and the Advisory Board.

4. OUTCOME EVALUATION

In the outcome component of the evaluation, the concern is to measure and interpret at the end of a project cycle attainments of the student outcome objectives and to measure the impact of the project as perceived by parents of students, participating employers, and local personnel. This phase emphasizes the provision of information regarding

the general worth of the program as reflected by the outcomes it produces. Information regarding the extent to which the student outcome objectives have been achieved is obviously necessary and significant. This component presents information to decision-makers so they can determine whether a program should be eliminated, modified, retained, or disseminated more widely. The audiences to whom this component of evaluation is addresses are the local administrators, and Advisory Board, the State Office of Career Education, and the Federal Office of Career Education.

5. DESCRIPTION OF INSTRUMENTS

An effort has been made to use standardized, validated and acceptable criterion variables in the measurement procedure. It was decided to use the Comprehensive Test of Basic Skills, the Career Maturity Inventory, and the Assessment of Career Development.

The Comprehensive Test of Basic Skills (CTBS) has the subtests Reading Comprehension, Arithmetic Concepts and Arithmetic Application, and Study Skills and will be used as criterion measures of outcome objectives 1 and 2. Useful baseline data was provided to the project in understanding the student's entry level of basic skills. By administering them as a post test also, they serve as a general change measure in basic skills and study habits.

The Career Maturity Inventory (CMI) and the Assessment of Career Development (ACD) are discussed in Evaluation and Educational Decision-Making: A Functional Guide to Evaluating Career Education and would provide criterion measures for outcome objectives 3 through 6. The CMI (CTB/McGraw Hill) provides subscale scores for Attitude Toward Work and Competence Tests, as Knowing Yourself, Knowing About Jobs, Choosing a Job, and Looking. The Attitude Toward Work Scale was administered as a pretest and post test to assess change and growth. Only this subscale was used.

The ACD (Houghton Mifflin) provides subscale scores for Job Knowledge, Career Planning, Career Activity, Self-Awareness, Exploratory Experiences, and Career Planning Knowledge. These scales have been described more thoroughly in the Quarterly Reports.

Other assessment forms used were taken from the EBCE instruments provided by NWREL. The forms used were the Parent Opinion Survey, Employer Opinion Survey, Student Attitude Questionnaire and the Student Evaluation of Learning Site. These forms and the data are presented in Appendix D.

6. DESCRIPTION OF SAMPLE

Two general strategies are used to assess the attainments of the objectives: 1) pretest to post test comparisons to measure growth over the duration of the cycle (for Process Objectives) and 2) traditional experimental and control group comparisons to measure the effect of participating in the project (Outcome Objectives). Most analyses were undertaken at three levels, i.e., within grade 9 comparisons, within grade 10 comparisons, and the full group comparisons.

The experimental group consisted of the 39 students who participated in CE+ for the full semester. In this group there were 21 ninth graders and 18 tenth graders, 19 males and 20 females.

The control group consisted of students randomly selected from the ninth and tenth grade rosters. This group consisted of 47 students, of which 26 were ninth graders and 21 tenth graders, and 22 males and 25 females.

All the data used for the standardized instrument comparisons were based on pretests and post tests. The pretests were administered the week of January 20th and the post test on May 16th through the 19th.

All other instruments were administered in May at the end of the first year cycle.

Chapter III

Implementation Evaluation of Management Plan

1. PURPOSE

Implementation evaluation attempted to provide information on the degree to which the instructional program was actually being carried out in accordance with the management plan. The necessity for monitoring the degree to which a program coincides with the management design and implementation objectives arises from the frequent departures from designs by those who carry out a program. Part of the evaluation component is a comparison of the description of the intended staff behaviors with a description of the observed behavior to ascertain the extent to which they are congruent. A finding of incongruence would indicate an adjustment in management plan or staff behavior or both.

2. STRATEGIES

There were three strategies to be followed in the implementation

evaluation. The first was to identify and monitor continuously the potential sources of failure in a project. These included but were not limited to: understanding of and agreement with the intent of the program by persons involved in and affected by it, adequacy of the resources, physical facilities, staff, and time schedule, communication channels, and interpersonal relationships among staff and students, employers, parents and auxiliary personnel.

The second involved projecting and servicing project management decisions to be made by project staff during the implementation of the project. If the structuring management decisions have been specified clearly and implemented effectively, the evaluator should have little difficulty in delineating management decisions and their implementation.

The third strategy was to note the main features of the project design, such as clusters to be identified and employers to contact, and, in these terms, to describe what actually took place. This information could be especially useful later in determining why objectives were or were not achieved.

3. DESIGN OF IMPLEMENTATION EVALUATION

Three essential ingredients of an implementation design were regular meetings between the evaluator and project personnel, frequent updating of the evaluation design, and instruments for describing the implementation and management phases. The project staff simply did not have the needed combination of time, objectivity, and expertise to perform their own evaluation; and their information requirements evolved through the life of the project.

The evaluator met periodically with the project staff and decision makers and discussed the project with program personnel to identify concerns and issues concerning future management operations. The evaluator helped program personnel identify the questions which needed to be answered at the next feedback session; he summarized the data collection plan for the intervening period and asked the decision makers if it would provide them with the information they would need.

In collecting information, the evaluator relied on both formal and informal procedures--interviews, diaries, records of staff meetings and updated management plans. While the evaluator focused on theoretically important variables and used systematic approaches to monitor them, he looked for any unanticipated but significant events.

4. RESULTS

The evaluator conducted monthly visits to the project from December 1976 through June 1977, the duration of the project after the Third Party Evaluator was hired. The reports were included in the three Quarterly Reports, December 1976, March 1977, and July 1977. The results will be summarized here.

The first quarter implementation evaluation focused primarily on the planning activities and staff implementation of the program components. The evaluation is summarized on (pp. 12-15) of the Quarterly Report, December 1976. The evaluation concluded that the project was accomplishing its goals well within the timelines of the original proposal and considering the problems in initiating the project. The evaluator had problems at this stage, since he was only hired in late November 1976 and could not monitor the project on a monthly basis before then.

The second quarter report (pp. 12-25) summarized three monthly visits by the evaluator. The first visit (December 2) concerned operating procedures and consisted of interviews with staff and personnel. The evaluation recommended the redefinition of some objectives and the specification of a more definite management plan for January through June. The recommendations were followed and implemented. On the second visit (January 26-28) the evaluator conducted the pretesting of the CE+ students. Individual statistics on students were presented to the staff on January 28th. These reports were provided to the staff to give them diagnostic information on their students to better help the staff fulfill their needs. This evaluation phase provided the staff with process information on their students. The third visit (February 21) focused on evaluation of the working project activities. The evaluator interviewed a sample of students on their reactions to the project up to that point. The evaluator also analyzed the Exploration Packets, the phase of the project most thoroughly implemented at this point in the project. The interviews stressed the students' perceptions of the project, their satisfactions and dissatisfactions, and their involvement in the program. The overall evaluation by students was positive and recommendations were made by the evaluator to improve the project (see pp. 12-16). The analysis of the Exploration Packets focused on student, employer, and staff comments on the exploration experiences. Overall, at that time, 5 students had completed no packets, 26 had completed one packet, and 8 had completed two packets. The evaluator felt that the explorations were attaining their purposes, as perceived by student, employer and staff comments. Recommendations were made to encourage students to complete the packets and to ensure that if some employer had special restrictions the student should be made aware of these before he/she goes out on the exploration (see pp. 15-18). The

evaluator gave an oral report of his results to the CE+ staff at the end of the school day and a written report was presented on February 28th.

The third quarter report (July 1977) also summarizes three visits by the Third Party Evaluator. The first visit focused on the employer sites and their satisfaction or dissatisfaction with the project, staff, and/or students after two months of operation. The evaluator interviewed 10 employers who represented a cross-section of employer sites. The overall evaluation of the project by employers was positive (90%) and minor recommendations were made to facilitate communication with employers (see pp. 83-85). The second visit (April 25-26) dealt with an attempt to identify some reasons why students were not requesting enrollment in the CE+ program as was expected. A survey was conducted on 537 students. The evaluator made the following comments: It was rather presumptuous to assume that all students would be interested in any special program such as CE+. To find out that most students are interested in something else is not surprising viewing the alternative nature of the program. However, it would probably be beneficial to indicate how the program could be enhanced. In some areas, such as attitude of parents, overlap with other job training programs, the reputation of CE+, and substitution for required courses, the program seems to be doing an excellent job as reflected in the student responses. Thought should be given to reducing the time commitment by students to CE+. The 3 hour block of time is a problem since it is a major commitment of time and excludes two very important alternatives for students. By taking the block, the student cannot take any other elective and is committed to a 7 hour day, allowing for no free period that other students may have. Alternatives might be to go to one 3 hour and one 2 hour block, three 2 hour blocks, or two 2 hour blocks. Sophomores have different concerns than eighth graders and these groups should probably be recruited differently. Free time seemed more a concern of sophomores than the other groups. Consideration could be given, if possible and if necessary, to allowing them the two hour block option and leaving the three hour block for Central Campus students. Consideration should be given to informing students continuously and repeatedly about the program. A certain ignorance about the program exists since 23.2 percent indicated "I really didn't understand the program; I didn't really know what it was." Some students may not have signed up simply because they were uninformed or misinformed. These recommendations were considered by the project (see pp. 87-99). The third visit (May 16-19) was conducted to accomplish the post testing of all students in the program as well as the control group. The evaluator provided the project evaluation forms for employers and parents. The results from both the post testing and the surveys were compiled by the evaluator and used in the Process Evaluations of Skills and in

the Product Evaluation. This was the final implementation evaluation visit by the evaluator.

Chapter IV

Process Evaluation: Basic Skills, Life Skills, and Career Skills

A. PROCESS EVALUATION

1. Purpose: Process evaluation attempts to provide information on the degree to which the instructional program is effective in the internal progression of the teaching-learning situation. The primary focus is on the attainment of the student process objectives. The necessity for monitoring the degree to which a program has attained its process objectives en route to the terminal outcomes arises from the fact that evidence can be provided to discover deficiencies and successes in the program and to document a continual record of behaviors toward the outcome objectives. The role of process evaluation stems from its relationship to implementation and outcome evaluation. In contrast to the implementation component whose focus is on staff and management development, process evaluation focuses on student development.

2. Strategies: There were three approaches followed in the process component of evaluation, focusing primarily on the three main areas of Basic Skills, Life Skills, and Career Skills. The main purpose was to identify potential areas of student failures in the project in relationship to the student process objectives as outlined in the proposal. This section of the evaluation is divided into these three components: Basic Skills, Life Skills, and Career Skills.

3. Design of Process Evaluation: The teaching-learning transaction includes the activities that produce change in the learner's knowledge, skills, attitudes, and awareness that achieve the educational objectives. Some activities are shared by the staff and learner, and for some, the learner works along, with the employer, with classroom teachers and/or with resource center materials. The evaluation attempted to concern itself with these areas. The major purpose of process evaluation is to identify aspects of these transactions that can be improved.

B. PROCESS EVALUATION: BASIC SKILLS

1. Objectives: The objectives of the Basic Skills area as redefined by the evaluator and the project had four major concerns and were stated as nearly as possible in behavioral terms. In this component, each objective will be analyzed and inspected separately.

2. Objectives: Reading Skills: The students who participate in the CE+ program will show a significant gain in reading skills on a standardized test. The students would be measured on a pretest post test basis. The criterion measure for reading was the Reading Comprehension Subtest of the Comprehensive Tests of Basic Skills, published by the California Test Bureau of McGraw Hill Publishing Company. The raw score and percentile results for grade 9 and for grade 10 are presented in Table 1.

Table 1
Means, Standard Deviations, and t-test Values
on Reading Comprehension for grades 9 and 10

		Pretest		Post Test		t-value	df
		Mean	S.D.	Mean	S.D.		
Grade 9	Raw Score	28.95	6.64	26.80	9.14	1.54*	19
	Percentile	53.25	23.90	49.10	30.01	.95*	19
Grade 10	Raw Score	29.07	8.84	27.67	9.49	1.13*	14
	Percentile	50.00	30.40	47.67	27.89	.51*	14

*One-tailed test not significant at the .05 with these df's. The project did not attain its objective in this area, since there were no significant gains on the Reading Comprehension Scale.

3. Objective: Oral Communication Skills: The student in CE+ will demonstrate an ability to communicate orally both ideas and feelings in a manner that is effective and appropriate to various situations, as determined by the staff and employers in their daily communications with students. A second aspect of this objective was that the student will demonstrate an ability to listen effectively, as determined by

the staff. This objective was evaluated with the Student Performance Review as developed by ECBE. The data is in Table 2.

Table 2
Mean and Mode for Selected Items for Student Performance Review

	Mean	Mode
Attitude:		
Understands and Accepts Responsibility	3.82	3.0
Observes Employer's Rules	4.15	5.0
Shows Interest and Enthusiasm	4.13	5.0
Learning:		
Uses Initiative, Seeks Opportunities	3.95	5.0
Asks Questions	3.95	5.0
Uses Resources	3.95	5.0
Performance:		
Seeks Feedback	3.82	3.0
Accepts Feedback	4.00	5.0
Completes Tasks Assigned	3.97	5.0
Progressively Requires Less Supervision	3.85	3.0

Scale:
1 Needs to improve
2 Improving
3 Satisfactory
4 Commendable
5 Excellent

The mean rating for students over all the items was 3.96 which is just slightly below the "commendable" level. The modal rating is 5.0. From these data, it can be concluded that the project attained this objective satisfactorily.

4. Objective: Writing Skills: The student in CE+ can express in writing ideas and feelings so that most people can understand what was stated, as determined by the staff and evaluation of projects and journals. This objective was evaluated with the Zone Summary and Parent Report Form completed by the staff. The data are summarized in Table 3.

Table 3
Frequency and Percent of Students
Completing Satisfactorily Writing Tasks

	Criterion	At or Above Criterion		Below Criterion	
		Number	Percent	Number	Percent
Projects	5	35	89.7	4	10.3
Competencies	5	32	82.1	7	17.9
Explorations	3	39	100.0	0	0
Learning Levels	1	39	100.0	0	0
Journal	1	39	100.0	0	0

All of these tasks were written and were judged to be satisfactory by the staff. Only in the Projects and Competencies were they less than 100 percent effective. Overall, the project was successful in attaining this objective.

5. Objective: Basic Quantitative Skills: This objective has two subobjectives: (1) the student will demonstrate an increased ability to comprehend and interpret information presented numerically as determined by a pretest post test comparison on a standardized test, (2) the student will demonstrate increased performance of arithmetic applications and operations as determined by a pretest post test comparison on a standardized test. The criterion instruments used to evaluate these subobjectives were the Arithmetic Concepts and Arithmetic Applications Subtests of the Comprehensive Tests of Basic Skills. The data for these comparisons are presented in Table 4.

Table 4
Means, Standard Deviations, and t-tests for Arithmetic Concepts and Arithmetic Applications for Grades 9 and 10

		Pretest		Post Test			
		Mean	S.D.	Mean	S.D.	t-value	df
Arithmetic Concepts Grade 9	Raw Score	20.80	5.72	22.20	4.62	1.55*	19
	Percentile	64.65	26.95	72.50	23.37	1.80**	19
Grade 10	Raw Score	20.80	4.90	22.07	2.92	1.58*	14
	Percentile	53.13	20.34	60.93	14.69	2.17**	14
Arithmetic Applications Grade 9	Raw Score	13.25	4.25	13.35	4.57	.10*	19
	Percentile	56.65	26.16	61.30	25.51	.82*	19
Grade 10	Raw Score	14.40	3.62	13.07	5.12	1.10*	14
	Percentile	54.07	23.89	50.67	28.08	.54*	14

*No significant difference at .05 level, one tailed test.
**Significant difference at .05 level in favor of post test, one tailed test.

There was a significant increase from pretest to post test on the Arithmetic Concepts Subtests for both grades 9 and 10. There was no significant change in Arithmetic Applications. The project attained one subobjective in this area, but did not attain the other (Arithmetic Applications).

C. PROCESS EVALUATION: LIFE SKILLS, PROJECTS AND COMPETENCIES

1. Objective: Life Skills: Projects: Each student was required in CE+ to complete five projects. The objectives of the projects varied from project to project and are too numerous and diverse to enumerate. An illustrative objective for the project in Critical Thinking will serve as an example: The student can demonstrate increased ability to gather, analyze, and interpret information and seek solutions to problems. The evaluation of this objective was undertaken through the Zone Summary and Parent Report Form completed by the project staff. The data

on student projects are summarized in Table 3. Overall 89.7 percent completed the five projects to the satisfaction of the staff. Four students did not complete five projects satisfactorily. Of these, one student completed four projects and three students completed only three projects. The project succeeded in this objective for 35 out of 39 of its students, but failed with four of the students.

2. Objective: Life Skills: Competencies: Each student in the CE+ was required to complete five competencies, i.e., demonstrate that they could perform the survival tasks necessary to modern life, such as use of credit, insurance, budget and health protection. There were 15 competencies, each of which was evaluated by an "expert" in that competency. For example, the objective and criterion for Competency I was twofold: a) the student will explain to the satisfaction of a bank officer the terms and conditions of the bank's credit card, including an exploration of credit limits and interest changes and b) the student when presented with hypothetical or real data about income and current debts, will complete an installment contract to the satisfaction of a bank loan officer. All of the competencies were similar in format to this one and were evaluated independently by an outside agent. The data for this objective are generated also from the Zone Summary and Parent Report Form and are presented for competencies in Table 3. Overall, 82.1 percent completed five or more of the competencies to the satisfaction of an outside evaluator. However, seven students did not. Three students completed four competencies, three students completed three competencies, and one student only completed two competencies. The project succeeded in this objective for 32 out of 39 of its students, but failed with seven of the students.

D. PROCESS EVALUATION: CAREER SKILLS

1. Objective: Career Development Knowledge: The purpose of this objective was to increase the student's knowledge of careers and the world of work. The objective here was redefined and included five subobjectives: (1) the student can relate information about occupations with information about self, (2) The student knows where to locate and how to use information about occupations, (3) the student develops a positive attitude toward career planning, (4) the student has learned the function, characteristics, and requirements of a broad range of occupations, and (5) the student has increased in knowledge of some of the factors associated with selected occupations that contribute to job success and job satisfaction.

These subobjectives were evaluated on a pretest post test basis on the Career Maturity Inventory Subtest of Attitudes and Knowledge (subobjective 4) and on the Career Knowledge (subobjective 1 and 2), Career Attitude (subobjective 3) and Career Planning (subobjective 5) Subtests of the Assessment of Career Development. The pretest and post test data on these scales and the related t-test comparisons are presented in Table 5 for grades 9 and 10.

Table 5
Means, Standard Deviations, and t-test Comparisons for Grades 9 and 10 on Career Skills

		Pretest Mean	Pretest S.D.	Post Test Mean	Post Test S.D.	t-value	df
CMI Attitude and Knowledge	Grade 9	34.20	3.98	36.75	5.31	2.87**	19
	Grade 10	34.44	7.08	35.75	7.11	.9	15
ACD Knowledge	Grade 9	46.10	6.50	49.75	7.00	3.22**	19
	Grade 10	50.06	8.19	50.69	9.86	.40*	15
ACD Attitude	Grade 9	34.29	4.50	36.57	5.24	2.72**	20
	Grade 10	34.38	7.02	35.06	6.27	.52*	15
ACD Planning	Grade 9	26.35	4.88	27.85	4.13	1.40*	19
	Grade 10	26.19	5.26	27.31	6.64	1.03*	15

*One tailed test, not significantly different at .05 level.
**One tailed test, significantly different at the .01 level in favor of post test.

The results of these analyses indicate that for grade 9 students the project has attained subobjectives 1, 2, 3 and 4. It has failed on all subobjectives for grade 10 and has failed on subobjective 5 for grade 9.

2. Objective: Self Knowledge: Interests, Abilitics, and Values: The student can accurately demonstrate more awareness of his or her own current interests, abilities, values and limitations relevant to career goal selection, as determined on a

pretest post test comparison of the Subtest on Career Self-Awareness of the ACD. The data for both grades are in Table 6.

Table 6
Means, Standard Deviations, and t-test Values for Grades 9 and 10 on Career Self-Awareness

	Pretest		Post Test			
	Mean	S.D.	Mean	S.D.	t-value	df
Grade 9	12.55	2.19	12.70	2.23	.31*	19
Grade 10	13.13	1.96	13.75	2.86	1.10*	15

*One tailed test, no significant differences at the .05 level. The conclusion from these data is that the project did not attain this objective.

3. Objective: Career Explorations: The general tenure of these objectives is that the students will experience many different careers through the CE+ project. The redefined objectives are: (1) the student will meet adults and see how they interact in the course of a normal workday, (2) the student will experience various occupations while refining career skills, (3) the student will explore the community to gain a more realistic sense of self as members of a changing society, and (4) the student will use interviewing and observation techniques to gain information and draw conclusions. These objectives are accomplished through the Career Explorations and Learning Levels and the skills are practiced in the Student Packets. All students (Table 3) fulfilled the required explorations and learning level. The project attained this objective.

Chapter V

Product Evaluation: Student Outcomes and Parents', Students', and Employers' Perceptions

A. RATIONALE

1. Purpose: The purpose of product evaluation was to measure and

interpret attainments at the end of a project cycle, in this case, at the end of the first year of implementation. The general method of product evaluation included measuring criteria associated with the outcome objectives, comparing results with identified control groups, and making interpretations of the outcomes. Outcome evaluation investigates the extent to which outcome objectives have been attained and reports which objectives were or were not achieved. It also assesses the perceptions of the program by students, parents, and employers.

2. Strategies: One overall strategy was used to assess the attainments at the end of this project cycle using traditional experimental and control groups comparison to measure the effect of participating in the project or not participating.

   This strategy involves classical experimental design. Traditionally, experimental design has been the recommended strategy for conducting outcome types of evaluation. A group of subjects is chosen and randomly divided into two subgroups: one is assigned to the experimental treatment, and the other is assigned to a control condition. The two conditions then are imposed, and the subjects measured on common criteria instruments at the end of the project cycles. Analysis of the different performance levels for the two treatments then provides causal statements about their differential effectiveness. If the assumptions required for the approach can be met, the evaluator has a powerful and efficient tool. Such an experimental design was employed in the present situation.

   The second strategy involves the evaluation of the program by the participants most closely affected, i.e., students, parents, and employers.

3. Design of Outcome Evaluation: The methods of outcome evaluation provide information needed by those who must make decisions regarding the program. The emphasis is clearly on the outcomes produced by the program. This outcome information is related to the outcome objectives of the program, then comparisons are made between expectations and actual results, i.e., between normal growth (control group) and growth through the project (experimental group).

B. STUDENT OUTCOMES

1. Objectives: Following are the final outcome objectives as specified in the proposal:

1. Students who participate in the program will acquire basic academic skills which are at least equal to their counterparts in a traditional program.

2. Students who participate in the program will demonstrate that they have developed study skills which are superior to those developed by students in a traditional program.

3. Students who participate in the program will show a more positive attitude toward work than a traditional group.

4. Students who participate in the program will demonstrate a higher level of self-awareness and career awareness than will students in a traditional program.

5. Students who participate in the program will demonstrate a higher level of career decision-making skills, job-hunting and job-getting skills than students in a traditional program.

6. Students who participate will have greater awareness of their opportunities for continuing and recurrent education than will students in a traditional program.

7. Students who participate in the program will have a higher level of satisfaction with themselves, with their choices of education or work than will students in a traditional program.

8. Students who participate in the program will be more likely to select career areas for exploration, for their career goals, or for career preparation which are different than those normally expected for their sex-role than will students in a traditional program.

9. Students who participate in the program will be more likely to select appropriate vocational programs and find more meaning and importance associated with developing vocational skills.

10. Students who participate in the program will have job-entry skills which will permit them a choice of a job, further education or both in a cluster program area of their choosing.

Some consideration has been given to the long range impact of the project. Objectives 7, 8, 9 and 10 are geared more to

this level, since the grade 9 and 10 students will not at the time be making choices about their future plans for education, or select career areas or goals, or vocational programs, or will be too concerned with a choice of a permanent choice of an occupation or further education. These objectives tend to be terminal objectives of the third year cycle and for these reasons objectives 7, 8, 9 and 10 were not evaluated at this time.

2. Data Analyses: The primary data analyses undertaken for this aspect of the product evaluation was analysis of covariance which compared the experimental group with the control group on the proper dependent variable with a pretest of that variable used as the covariate. In this manner both groups were statistically controlled and treated as if they were equal on the variables at the outset of the project, controlling for any contaminating effects because of the potential original differences between the groups. Three levels of analyses were undertaken and these analyses were presented in Appendices A, B and C. Appendix A presents Tables ANOCOV 1 through 19 which for grade 9 compared males and females for experimental and control groups on the post test of the nineteen dependent variables with the pretest of the dependent variables as covariate. Appendix B presents Tables ANOCOV 20 through 38 which for grade 10 undertook the same comparisons on the nineteen dependent variables. Appendix C presents Tables ANOCOV 39 through 56 which compares the total groups collapsing across grade levels and using grade level as an independent variable. The tables also present the adjusted means for the dependent variable comparisons.

   Objective 1: Students in the program will acquire basic academic skills which are at least equal to their counterparts in a traditional program (control group). The basic skills dependent variables were the Reading Comprehension, Arithmetic Concepts, Arithmetic Applications Subtests of the Comprehensive Tests of Basic Skills. Both raw scores and percentile scores were used in these comparisons. The data for these analyses are presented for grade 9 in ANOCOV 1 through 6, for grade 10 in ANOCOV 19 through 24, and for the full group in ANOCOV 39 through 44. A summary of the analyses follows:

Table 7
Analysis of Covariance Summary for Basic Skills

Grade 9	Reading Comprehension	Raw Score	No*
		Percentile	No
	Arithmetic Concepts	Raw Score	No
		Percentile	No
	Arithmetic Applications	Raw Score	No
		Percentile	No
Grade 10	Reading Comprehension	Raw Score	No
		Percentile	No
	Arithmetic Concepts	Raw Score	Yes**
		Percentile	No
	Arithmetic Applications	Raw Score	No
		Percentile	No
Full Group	Reading Comprehension	Raw Score	No
		Percentile	No
	Arithmetic Concepts	Raw Score	Yes
		Percentile	Yes
	Arithmetic Application	Raw Score	No
		Percentile	No

*No significant difference at .05 level.
**Significant at .05 level in favor of experimental group.

On 15 of the comparisons there were no significant differences between the experimental group and the control group. On three comparisions, grade 10 Arithmetic Concepts Raw Score, Full Group Arithmetic Concepts Raw Score, and Full Group Arithmetic Concepts Percentile, the experimental group scored significantly higher than the control. The project has accomplished this goal because the experimental group is equal to and greater than their counterparts on all comparisons.

Objective 2: Students in the program will demonstrate that they have developed study skills which are superior to those developed by students in a traditional program (control group). The study skills dependent variables were the Study Skills: References and Graphics Subtests of the Comprehensive Tests of Basic Skills. Both raw scores and percentile scores were used in these comparisons. The data for these analyses are presented for grade 9 in ANOCOV 7 through 10, for grade 10 in ANOCOV 25 through 28, and for the full group in ANOCOV 45 through 48. A summary follows in Table 8:

Table 8
Analysis of Covariance Summary for Study Skills

Grade 9	Study Skills: Reference	Raw Score	No*
		Percentile	No
	Study Skills: Graphics	Raw Score	No
		Percentile	No
Grade 10	Study Skills: Reference	Raw Score	No
		Percentile	No
	Study Skills: Graphics	Raw Score	No
		Percentile	No
Full Group	Study Skills: Reference	Raw Score	No
		Percentile	No
	Study Skills: Graphics	Raw Score	No
		Percentile	No

*No significant difference at .05 level.

On all 12 of the comparisons there were no significant differences between the experimental group and the control group on the Study Skills Subtests. The project has not accomplished this objective, since there are no differences between the two groups.

Objective 3: Students who participate in the program will show a more positive attitude toward work than a traditional group (control group). The dependent variables for these analyses were the Attitude Subtest of the Assessment of Career Development and the Attitude Scale of the Career Maturity Inventory, both raw score and percentile. The data for these analyses are presented for grade 9 in ANOCOV 11, 12, and 18, for grade 10 in ANOCOV 30, 31, and 37, and for the full group in ANOCOV 49, 50 and 55. A summary follows in Table 9.

Table 9
Analysis of Covariance Summary for
Career Attitude Scales

Grade 9	Attitude: ACD	Raw Score	No*
	Attitude: CMI	Raw Score	No
		Percentile	No
Grade 10	Attitude: ACD	Raw Score	No
	Attitude: CMI	Raw Score	No
		Percentile	No
Full Group	Attitude: ACD	Raw Score	No
	Attitude: CMI	Raw Score	No
		Percentile	No

*No significant difference at .05 level.

On all 9 of the comparisons there were no significant differences between the two groups on Career Attitude. The project has not accomplished this objective, since there are no

differences between the two groups.

Objective 4: Students in the program will demonstrate a higher level of self-awareness and career awareness than will students in a traditional program. These dependent variables are the Self-Awareness and Knowledge Subtests of the Assessment of Career Development. Raw scores only were available. The data for these analyses are presented for grade 9 in ANOCOV 15 and 16, for grade 10 in ANOCOV 34 and 35, and for the full group in ANOCOV 53 and 54. A summary follows in Table 10.

Table 10
Analysis of Covariance Summary for
Self-Awareness and Knowledge

Grade 9	Self-Awareness	No*
	Knowledge	No
Grade 10	Self-Awareness	No
	Knowledge	No
Full Group	Self-Awareness	No
	Knowledge	No

*No significant difference at .05 level.

On all 6 comparisons there were no significant differences between the experimental group and the control group. The project has not accomplished this goal, because there are no differences between the two groups.

Objective 5: Students in the program will demonstrate a higher level of career decision-making skills, job-hunting and job-getting skills than students in the traditional program (control group). The dependent variables for these analyses were the Career Planning, Career Activity, and Career Exploration Subtests of the Assessment of Career Development. Only raw scores were used in these comparisons. The data for these analyses are presented for grade 9 in ANOCOV 13, 17 and 19, for grade 10 in ANOCOV 32, 36 and 38, and for the full group in ANOCOV 50, 54 and 56. A summary of these analyses is in Table 11.

Table 11
Analysis of Covariance Summary
for Career Planning, Activity and Exploration

Grade 9	Career Planning	No*
	Career Activity	Yes**
	Career Exploration	No
Grade 10	Career Planning	No
	Career Activity	No
	Career Exploration	No
Full Group	Career Planning	No
	Career Activity	Yes
	Career Exploration	Yes

*No significant difference at .05 level.
**Significantly different at .05 level in favor of experimental group.

Of the nine comparisons, six showed no significant differences. However, three (grade 9, Activity: Full Group, Activity and Exploration) comparisons were in favor of the experimental groups. CE+ students did better than the other students on these three comparisons. The project has only partially accomplished this objective.

Objective 6: Students in the program will have greater awareness of their opportunities for continuing and recurrent education than will students in a traditional program (control group). The dependent variable for this analysis is the School Subtest of the Assessment of Career Development. The raw score was used in this comparison. The data for this analysis are presented for grade 9 in ANOCOV 14, for grade 10 in ANOCOV 33, and for the full group in ANOCOV 53. A summary of these three comparisons are presented in Table 12.

Table 12
Analysis of Covariance Summary
for School

Grade 9	School	No*
Grade 10	School	Yes**
Full Group	School	Yes

*No significant difference at .05 level.
**Significant difference at .05 level in favor of experimental group.

On one comparison, there is no difference. On two comparisons (grade 10 and full group) there are differences in favor of CE+ students on the variable of School. The project has partially accomplished this objective.

C. PRODUCT EVALUATION: STUDENTS', EMPLOYERS' AND PARENTS' PERCEPTIONS

1. Introduction: In order to evaluate in a comprehensive manner the CE+ program, the evaluator solicited information from the various constituencies involved in the project. The focus was primarily on the perceptions of the program and some of its dimensions by the students, by the participating employers, and by the parents of CE+ students. Four forms were used. The students completed the Student Survey which assessed various aspects of the project and the Student Evaluation of Learning Site which focused on the evaluation of employer sites at the learning level. The employers completed the CE+ Employer Opinion Survey which attempted to assess the employer's perception of the program.

   The parents completed the CE+ Program Parent Opinion Survey which assessed the parents opinion of the project. These instruments come from the EBCE materials. Copies of the forms with the data used for interpretation are presented in Appendix D. The data are measures of central tendency and percents where appropriate.

2. Student's Perceptions: The Student Survey was constructed in three parts: (1) the overall assessment of CE+, (2) the assessment of specific areas of CE+ in open-ended questions, areas

such as projects, journals, explorations, and (3) the students' opinions as to how helpful and in what areas CE+ has been helpful.

The survey and the data for the survey are presented in Appendix D and will only be summarized here. For the first seven items, students were to rate various aspects of the CE+ on a scale of 1 to 5, where 1 was the negative pole and 5 the positive. The dimensions on which the ratings were based varied, but the scale was always to 5. The following statements had a modal value of 5:

In CE+ have you felt that you could progress at your own rate?	Definitely Yes
In comparison with regular classes, how much opportunity did CE+ provide you for learning for jobs?	Much More
In comparison with regular classes, how much opportunity did you have to interact with other students and teachers?	Much More

The following statements had a modal value of 4, which was positive but less so:

How would you rate the overall quality of the CE+ program?

In comparison with regular classes, how much opportunity did CE+ provide you for learning general knowledge?

In comparison with regular classes, how motivated are you to learn CE+?

The following statement had a modal value of 3, which would be considered ambivalent and in the middle, i.e., neither positive nor negative:

If you had it to do over again, do you think you would decide to participate in CE+?

The percentage breakdown for this item is presented in Table 13.

Table 13
Item Percentages and Frequencies

Scale		%	Freq.
1	Definitely No	5.6	2
2		5.6	2
3		36.1	13
4		22.2	8
5	Definitely Yes	30.6	11

It is interesting to note that 19 are positive and 4 are very negative, and 13 (approximately a third) are rather ambivalent.

The students responded to 4 items concerning the strengths and weaknesses of the CE+ program. The following weaknesses were chosen by more than 20 percent of the students.

Problems with the organization of staff of CE+.
Lack of a variety of job sites to meet student interest.
Three hour block of time.
Other (especially projects and/or competencies).

The following strengths were chosen by more than 20 percent of the students:

Quality of the people working on the CE+ staff.
Students learn a variety of things.
Students learn about real-life situations.
Individualized program for each student.

In the second part of the survey the students were asked open-ended questions about the projects, the explorations, the learning levels, basic skills meetings, the zone structure, the journal, the competencies and the CE+ resources. The general overall evaluations of students as to positive versus negative statements are presented in Table 14.

Table 14
Percent of Positive or Negative Response
to Areas of CE+

	Positive	Negative	Ambivalent No Response
Projects	36%	52%	15%
Explorations	95%	0%	5%
Learning Levels	97%	0%	2%
Basic Skills	51%	35%	13%
Zones	64%	31%	5%
Journal	49%	38%	13%
Competencies	64%	15%	21%
Resources	26%	20%	54%

Overall, the statements were very positive in regard to explorations and learning levels, where the students expressed a desire for more experience in the world of work. Most students really enjoyed the competencies and found them very practical and meaningful. The zones were considered somewhat positively, but some students said they were too long and others said they were too short. Some students were very positive about their basic skills experience; however, many (15) felt they had learned little if anything. The journal was either really liked or really hated. Some students felt it was their most important experience, whereas others felt it "was stupid." The projects caused many problems and negative feelings as some students found them boring, too bothersome, and ambiguous. Resources were generally rated average; students generally felt more were needed.

In the third part of the survey, the students rated 23 statements as to how helpful they felt CE+ was in these areas. The data for this interpretation are in Appendix D. The five point scale ranged from 1 (Of Little or No Help) to 5 (Very Helpful). Five statements were rated on the modal average at 3, 11 statements at 4, and 7 statements at 5. No statements had a mode of 2 or 1. The statements rated at 3 and 5 will be presented here. The statements rated 3 were:

Solve problem logically.
Understand the role of science in our society today.
Understand the democratic process.
Learn how society's values effect the world of work.
Improve your math skills.

The statements rated 5 were:

Understand more about yourself.
Get along with others.
Learn how your interests and abilities fit into potential careers.
Learn what to look at when considering a job.
Learn how to find and keep a job.
Learn the basic skills necessary for the careers that interest you.
Gain confidence in your ability to apply basic skills to complete tasks and to solve problems around you.

These tend to focus on two aspects: the social development of the students and the career development of students. It would seem from the perceptions of students that the program is quite successful in these areas. The second survey administered to students was the Student Evaluation of Learning Site. The survey and data are presented in Appendix D. The students evaluated the learning sites on fifteen dimensions. All dimensions were rated favorably with a range of 64 percent to 100 percent. The overall summary questions: "Are you satisfied with your present learning site?" and "Are you gaining valuable learning experiences?" were rated "yes" by 100 percent. Students were very satisfied with their learning levels; this fact was also indicated on the Student Survey.

3. Employers' Perceptions: The CE+ Employer Opinion Survey was completed by 28 out of the 34 employers. The purpose of the survey was to assess their perspective [illegible] the project and request suggestions for improvement. The survey and the data are presented in Appendix D. The employers perceived their tasks at the Career Exploration and Learning to be to "talk about job opportunities," "talk about activities at your site," "evaluate individual student assignments," and to "supervise students to perform a specific job-related task at your site." The non-occupation tasks were not viewed as their responsibility and rightly so. Most (79 percent) had become involved, because of contact with personnel in the program. All felt that the program staff provided them with enough information to help direct student activities at the site and they would recommend to a potential employer that he/she become involved with the program. Seventy-nine percent of the employers said they would continue in the program whereas 18 percent were not quite sure and 4 percent (1 employer) said no. The reasons most often given for continued participation were that the "program is worthwhile," "I like the people involved," and "my participation is a community service." One negative statement

was basically that there was "no return to the company."

Their evaluation of the students of CE+ was covered in two questions summarized in Table 15.

Table 15
Summary of Student Evaluation Items

6. In general, do you think CE+ students you have worked with have benefited by being at your site?	1 Definitely No 2 3 4 5 Definitely Yes	 15% 56% 30%
7. In general, do you think the students you have worked with are really interested in learning new things?	1 Definitely No 2 3 4 5 Definitely Yes	 19% 56% 26%

The overall evaluation of the students is very positive; the employers tended to be satisfied with the students. Two items regarding feedback about students appeared to be of concern to employers. Most employers felt that they did not receive adequate feedback on the students after they leave the site; nor did they receive adequate feedback about the effectiveness of their work with students. These data are summarized in Table 16.

Table 16
Summary of Student Feedback Items

8. Do you receive adequate feedback about what happens to the students after they leave your site?	1 Never 2 3 4 5 Always	27% 31% 27% 11% 4%
9. Do you receive adequate feedback about the effectiveness of your work with the students?	1 Never 2 3 4 5 Always	18% 33% 26% 18% 4%

The employers rated their agency reaction to the project students as being positive; it increased their employees awareness of youth and increased interest in their own work.

The employers rated the strengths of the program in three items: students learn about a variety of careers, students learn about real life situations, and students get experience in working with adults. The major weaknesses of the program as perceived by employers were:

Lack of feedback about students.
May be too difficult/technical for some students.
Some students can't handle the freedom.

The employers felt that the main benefit of the program was that students get a first hand knowledge of the demands in a "real world."

Some employers commented about some of their own personal problems with CE+. The main area of concern, as already expressed, was lack of feedback on students. The other main concern was the necessity in many cases to have more lead time before a student comes to a site; there was some sense of a need for more preparation and communication. Minor problems were that some students were irresponsible, were not prepared, and did not care.

4. Parents' Percpetions: The perceptions of the parents of students in the program were assessed with the CE+ Program Parent Opinion Survey. The perceptions of the parents are deemed as being extremely important to the future operations of the project. The survey and the data from the survey are presented in Appendix D. The items of relevance will be repeated in the context. There were 29 out of 39 parent surveys returned and summarized.

Eighty-six percent of the parents felt that their child's experience with CE+ compared better or much better with the past school experience of their child and 83 percent indicated that they would want their child to participate in the program, if they had to do it over again. Ninety percent indicated that their child liked the CE+ program better or much better than past school experiences and 93 percent felt that they had received enough information about their child's progress in the CE+ program. However, parents had few personal contacts with the staff and most had not attended meetings with other CE+ students' parents. Over 80 percent indicated the project helped their child learn about occupations and helped form career

plans. Parents (76 percent) felt their child was more motivated to learn in the CE+ atmosphere and that their child talked very often about the happenings in the CE+ program.

Parents (59%) indicated that the major weakness of the program was the lack of a variety of job sites to meet students' interests. The parents rated all the suggested strengths of the program quite highly (see Appendix D). The parents were asked if they noticed any positive changes in their child that they felt were a result of participation in the CE+ program. Their responses are summarized in Table 17.

Table 17
Positive Changes as Perceived by Parents

Greater maturity or self direction	52%
Better able to relate to others	31%
Greater self-confidence	69%
Clearer direction about his/her future	31%
More interested in education	45%
Better understanding of jobs	72%
Improvement in basic skills	24%
More realistic attitudes toward life, work, etc.	79%

The items over 60 percent were greater self-confidence, better understanding of jobs, and more realistic attitudes toward life, work, etc. As for negative changes, 10 percent felt their child was disappointed in the program. The prime contribution of the CE+ program from the parents perspective was that the students receive first-hand knowledge of the "real world."

Chapter VI

Summary

A. SUMMARY

This section summarizes the results of the Third Party Evaluation. The divisions will follow the sections already explicated in the main section of the evaluation. The focus will be on the attainment of objectives in the Process and Product phases.

B. IMPLEMENTATION EVALUATION SUMMARY

The overall conclusion of the implementation evaluation was that the project was functioning efficiently and effectively and was following the intent of the original CE+ proposal. Some management objectives were altered to better operationalize the program at the local level.

C. PROCESS EVALUATION SUMMARY

The process evaluation consisted of three parts: Basic Skills, Life Skills, and Career Skills:

1. Objectives: Basic Skills

   a. Improvement in Reading Skills - not attained
   b. Improvement in Oral Communication Skills - attained
   c. Improvement in Writing Skills - attained
   d. Improvement in Basic Quantitative Skills - partial (50%)

2. Objectives: Life Skills

   a. Satisfactory Completion of Projects - partial (90%)
   b. Satisfactory Completion of Competencies - partial (83%)

3. Objectives: Career Skills

   a. Development of Career Knowledge - partial (40%)
   b. Development of Self-Knowledge - not attained
   c. Career Explorations - attained

D. PRODUCT EVALUATION SUMMARY

The product evaluation focused on the terminal objectives and the perceptions of parents, students, and employers.

1. Objectives

   a. Student in the program will acquire basic academic skills at least equal to their counterparts in a traditional program - attained.

   b. Students in the program will demonstrate that they have developed study skills which are superior to those developed by students in a traditional program - not attained.

   c. Students in the program will show more positive attitude toward work than a traditional program - not attained.

d. Students in the program will demonstrate a higher level of self-awareness and career awareness than will students in a traditional program - not attained.

e. Students in the program will demonstrate a higher level of career decision-making skills, job-hunting, and job-getting skills than students in a traditional program - partial.

f. Students in the program will have greater awareness of their opportunities for continuing and recurrent education than will students in a traditional program - partial.

APPENDIX A

ANOCOV 1

Analysis of Covariance for Grade 9
on Post Test Reading Raw Score with Pretest Reading Raw Score
as Covariate

Source	SS	df	MS	F
Effects				
Group	33.28	1	33.28	.74
Sex	1.37	1	1.37	.03
Interaction	28.37	1	28.37	.63
Control: Pretest				
Covariate	1346.14	1		
Error				
Residual	1667.32	37	45.06	
Total	3075.62	41		

Table of Means Adjusted for Pretest

Effect	N	Adjusted Means
Group		
Experimental	20	27.04
Control	22	25.25
Sex		
Male	15	25.85
Female	27	26.24

ANOCOV 2
Analysis of Covariance for Grade 9
on Post Reading Percentile with Pretest Reading Percentile
as Covariate

Source	SS	df	MS	F
Effects				
Group	224.17	1	224.17	.42
Sex	39.68	1	39.68	.07
Interaction	85.51	1	85.51	.16
Control: Pretest				
Covariate	14715.51	1		
Error				
Residual	19802.65	37	535.21	
Total	34883.09	41		

Table of Means Adjusted for Pretest

Effect	N	Adjusted Means
Group		
Experimental	20	50.58
Control	22	45.92
Sex		
Male	15	49.46
Female	27	47.31

ANOCOV 3
Analysis of Covariance for Grade 9
on Post Arithmetic Concepts Raw Score with Pretest Arithmetic Concepts as Covariate

Source	SS	df	MS	F
Effects				
Group	14.88	1	14.88	1.24
Sex	2.03	1	2.03	.17
Interaction	3.50	1	3.50	.29
Control: Pretest				
Covariate	609.89	1		
Error				
Residual	456.54	38	12.01	
Total	1086.18	42		

Table of Means Adjusted for Pretest

Effect	N	Adjusted Means
Group		
Experimental	20	21.89
Control	23	20.71
Sex		
Male	16	20.97
Female	27	21.43

ANOCOV 4
Analysis of Covariance for Grade 9
on Post Arithmetic Concepts Percentile with Pretest
Arithmetic Concepts as Covariate

Source	SS	df	MS	F
Effects				
Group	248.98	1	248.98	.84
Sex	118.19	1	118.19	.40
Interaction	18.31	1	18.31	.06
Control: Pretest				
Covariate	15125.69	1		
Error				
Residual	11234.14	38	295.64	
Total	26724.45	42		

Table of Means Adjusted for Pretest

Effect	N	Adjusted Means
Group		
Experimental	20	70.41
Control	23	65.55
Sex		
Male	16	65.64
Female	27	69.09

ANOCOV 5
Analysis of Covariance for Grade 9
on Post Arithmetic Applications Raw Score with Pretest
Arithmetic Applications Raw Score as Covariate

Source	SS	df	MS	F
Effects				
Group	23.95	1	23.95	2.14
Sex	7.44	1	7.44	.66
Interaction	1.28	1	1.28	.11
Control: Pretest				
Covariate	299.55	1		
Error				
Residual	425.80	38	11.21	
Total	756.51	42		

Table of Means Adjusted for Pretest

Effect	N	Adjusted Means
Group		
Experimental	20	13.00
Control	23	11.49
Sex		
Male	16	11.65
Female	27	12.51

ANOCOV 6

Analysis of Covariance for Grade 9
Post Arithmetic Applications Percentile with Pretest
Arithmetic Applications Percentile as Covariate

Source	SS	df	MS	F
Effects				
Group	1291.80	1	1291.80	3.47
Sex	238.58	1	238.58	.64
Interaction	21.03	1	21.03	.06
Control: Pretest				
Covariate	10548.34	1		
Error				
Residual	14144.31	38	372.22	
Total	26184.21	42		

Table of Means Adjusted for Pretest

Effect	N	Adjusted Means
Group		
Experimental	20	59.34
Control	23	48.24
Sex		
Male	16	50.33
Female	27	55.22

ANOCOV 7
Analysis of Covariance for Grade 9
on Post Study Skills: References Raw Score with Pretest
Study Skills: References Raw Score
as Covariate

Source	SS	df	MS	F
Effects				
Group	2.98	1	2.98	.27
Sex	17.36	1	17.36	1.57
Interaction	.80	1	.80	.07
Control: Pretest				
Covariate	113.33	1		
Error				
Residual	408.54	37	13.25	
Total	543.07	41		

Table of Means Adjusted for Pretest

Effect	N	Adjusted Means
Group		
Experimental	19	12.50
Control	23	11.96
Sex		
Male	15	11.34
Female	27	12.69

ANOCOV 8

Analysis of Covariance for Grade 9
on Post Study Skills: References Percentile with Pretest
Study Skills: References Percentile as Covariate

Source	SS	df	MS	F
Effects				
Group	235.99	1	235.99	.37
Sex	1954.95	1	1954.95	3.03
Interaction	8.68	1	8.68	.01
Control: Pretest				
Covariate	6770.47	1		
Error				
Residual	23860.37	37	644.88	
Total	32817.55	41		

Table of Means Adjusted for Pretest

Effect	N	Adjusted Means
Group		
Experimental	19	62.52
Control	23	57.73
Sex		
Male	15	50.68
Female	27	65.02

ANOCOV 9

Analysis of Covariance for Grade 9
on Post Study Skills: Graphics Raw Score with Pretest
Study Skills: Graphics Raw Score as Covariate

Source	SS	df	MS	F
Effects				
Group	5.43	1	5.43	.23
Sex	18.26	1	18.26	.77
Interaction	46.72	1	46.72	1.98
Control: Pretest				
Covariate	570.62	1		
Error				
Residual	896.91	38	23.60	
Total	1536.98	42		

Table of Means Adjusted for Pretest

Effect	N	Adjusted Means
Group		
Experimental	20	19.40
Control	23	18.69
Sex		
Male	16	18.17
Female	27	19.52

ANOCOV 10

Analysis of Covariance for Grade 9
on Post Study Skills: Graphics Percentile with Pretest
Study Skills: Graphics Percentile as Covariate

Source	SS	df	MS	F
Effects				
Group	296.72	1	296.72	.41
Sex	31.82	1	31.82	.04
Interaction	1646.91	1	1646.91	2.26
Control: Pretest				
Covariate	8506.57	1		
Error				
Residual	27675.83	38	728.31	
Total	28154.63	42		

Table of Means Adjusted for Pretest

Effect	N	Adjusted Means
Group		
Experimental	20	65.33
Control	23	59.98
Sex		
Male	16	61.33
Female	27	63.15

ANOCOV 11
Analysis of Covariance for Grade 9
on Post Attitude CMI Raw Score with Pretest
Attitude CMI Raw Score as Covariance

Source	SS	df	MS	F
Effects				
Group	26.92	1	26.92	1.54
Sex	.02	1	.02	<.00
Interaction	15.39	1	15.39	.88
Control: Pretest				
Covariate	371.01	1		
Error				
Residual	628.65	36	17.46	
Total	1042.00	40		

Table of Means Adjusted for Pretest

Effect	N	Adjusted Means
Group		
Experimental	20	36.83
Control	21	35.21
Sex		
Male	14	36.04
Female	27	35.98

ANOCOV 12

Analysis of Covariance for Grade 9 on Post Attitude CMI Percentile with Pretest Attitude CMI Percentile as Covariate

Source	SS	df	MS	F
Effects				
Group	681.89	1	681.89	1.15
Sex	39.29	1	39.29	.07
Interaction	622.58	1	622.58	1.05
Control: Pretest				
Covariate	11941.11	1		
Error				
Residual	21397.36	36	594.37	
Total	34682.32	40		

Table of Means Adjusted for Pretest

Effect	N	Adjusted Means
Group		
Experimental	20	65.07
Control	21	56.89
Sex		
Male	14	62.31
Female	27	60.14

ANOCOV 13
Analysis of Covariance for Grade 9
on Post Activity with Pretest Activity
as Covariate

Source	SS	df	MS	F
Effects				
Group	1028.24	1	1028.24	12.76*
Sex	169.00	1	169.00	2.10
Interaction	.51	1	.51	.01
Control: Pretest				
Covariate	779.50	1		
Error				
Residual	3061.47	38	80.57	
Total	5298.50	42		

Table of Means Adjusted for Pretest

Effect	N	Adjusted Means
Group		
Experimental	20	83.67
Control	23	73.43
Sex		
Male	15	81.38
Female	28	76.48

*significant at the .001 level

ANOCOV 14
Analysis of Covariance for Grade 9
on Post School with Pretest School as Covariate

Source	SS	df	MS	F
Effects				
Group	2.97	1	2.97	.19
Sex	.16	1	.16	.01
Interaction	6.55	1	6.55	.43
Control: Pretest				
Covariate	26.60	1		
Error				
Residual	582.24	38	15.32	
Total	618.79	42		

Table of Means Adjusted for Pretest

Effect	N	Adjusted Means
Group		
Experimental	20	19.36
Control	23	18.82
Sex		
Male	15	19.17
Female	28	19.02

ANOCOV 15

Analysis of Covariance for Grade 9

on Post Self-Concept with Pretest Self-Concept as Covariate

Source	SS	df	MS	F
Effects				
Group	.10	1	.20	.06
Sex	10.84	1	10.84	3.22
Interaction	.02	1	.02	<.01
Control: Pretest				
Covariate	28.73	1		
Error				
Residual	127.99	38	3.37	
Total	168.19	42		

Table of Means Adjusted for Pretest

Effect	N	Adjusted Means
Group		
Experimental	20	12.67
Control	23	12.80
Sex		
Male	15	12.05
Female	28	13.11

ANOCOV 16
Analysis of Covariance for Grade 9
on Post Knowledge with Pretest Knowledge as Covariate

Source	SS	df	MS	F
Effects				
Group	69.87	1	69.87	2.54
Sex	.49	1	.49	.02
Interaction	50.74	1	50.74	1.84
Control: Pretest				
Covariate	2026.48	1		
Error				
Residual	1045.78	38	27.52	
Total	3195.63	42		

Table of Means Adjusted for Pretest

Effect	N	Adjusted Means
Group		
Experimental	20	49.47
Control	23	46.89
Sex		
Male	15	48.24
Female	28	48.01

ANOCOV 17

Analysis of Covariance for Grade 9
on Post Planning with Pretest Planning as Covariate

Source	SS	df	MS	F
Effects				
Group	28.60	1	28.60	1.75
Sex	11.28	1	11.28	.69
Interaction	6.17	1	6.17	.38
Control: Pretest				
Covariate	243.00	1		
Error				
Residual	622.19	38	16.37	
Total	906.28	42		

Table of Means Adjusted for Pretest

Effect	N	Adjusted Means
Group		
Experimental	20	27.50
Control	23	25.82
Sex		
Male	15	25.86
Female	28	27.00

ANOCOV 18
Analysis of Covariance for Grade 9
on Post Attitude with Pretest Attitude as Covariate

Source	SS	df	MS	F
Effects				
Group	21.34	1	21.34	1.27
Sex	1.54	1	1.54	.09
Interaction	9.76	1	9.76	.58
Control: Pretest				
Covariate	419.32	1		
Error				
Residual	621.82	37	16.81	
Total	1074.40	41		

Table of Means Adjusted for Pretest

Effect	N	Adjusted Means
Group		
Experimental	21	36.59
Control	21	35.19
Sex		
Male	15	36.16
Female	27	35.72

APPENDIX B

ANOCOV 19

Analysis of Covariance for Grade 9
on Post Exploration with Pretest Exploration as Covariate

Source	SS	df	MS	F
Effects				
Group	601.84	1	601.84	3.01
Sex	494.67	1	494.67	2.48
Interaction	<.01	1	<.01	<.01
Control: Pretest				
Covariate	22783.95	1		
Error				
Residual	7586.72	38	199.65	
Total	31576.63	42		

Table of Means Adjusted for Pretest

Effect	N	Adjusted Means
Group		
Experimental	20	170.25
Control	23	161.81
Sex		
Male	16	167.08
Female	27	164.84

ANOCOV 20

Analysis of Covariance for Grade 10 on Post Reading Raw Score with Pretest Reading Raw Score as Covariate

Source	SS	df	MS	F
Effects				
Group	1.97	1	1.97	.07
Sex	46.67	1	46.67	1.71
Interaction	163.71	1	163.71	5.99*
Control: Pretest				
Covariate	1394.60	1		
Error				
Residual	683.35	25	27.33	
Total	2288.70	29		

Table of Means Adjusted for Pretest

Effect	N	Adjusted Means
Group		
Experimental	15	29.16
Control	15	28.64
Sex		
Male	14	27.55
Female	16	30.08

*significant at the .05 level

ANOCOV 21
Analysis of Covariance for Grade 10
on Post Reading Percentile with Pretest Reading Percentile
as Covariate

Source	SS	df	MS	F
Effects				
Group	5.97	1	5.97	.02
Sex	246.79	1	246.79	.78
Interaction	1606.46	1	1606.46	5.07*
Control: Pretest				
Covariate	11160.76	1		
Error				
Residual	7923.23	25	316.93	
Total	20954.12	29		

Table of Means Adjusted for Pretest

Effect	N	Adjusted Means
Group		
Experimental	15	50.72
Control	15	51.62
Sex		
Male	14	48.00
Female	16	53.94

*significant at the .05 level

ANOCOV 22

Analysis of Covariance for Grade 10
on Post Arithmetic Concepts Raw Score with Pretest
Arithmetic Concepts Raw Score as Covariate

Source	SS	df	MS	F
Effects				
Group	44.36	1	44.36	4.37*
Sex	11.16	1	11.16	1.10
Interaction	54.35	1	54.35	5.36*
Control: Pretest				
Covariate	244.07	1		
Error				
Residual	263.86	26	10.15	
Total	611.68	30		

Table of Means Adjusted for Pretest

Effect	N	Adjusted Means
Group		
Experimental	15	22.72
Control	16	20.26
Sex		
Male	14	20.78
Female	17	22.00

*significant at the .05 level

ANOCOV 23

Analysis of Covariance for Grade 10 on Post Arithmetic Concepts Percentile with Pretest Arithmetic Concepts Percentile as Covariate

Source	SS	df	MS	F
Effects				
Group	664.05	1	664.05	3.23
Sex	97.39	1	97.39	.47
Interaction	1340.87	1	1340.87	6.53*
Control: Pretest				
Covariate	6062.04	1		
Error				
Residual	5341.61	26	205.45	
Total	13441.46	30		

Table of Means Adjusted for Pretest

Effect	N	Adjusted Means
Group		
Experimental	15	63.78
Control	16	54.26
Sex		
Male	14	56.89
Female	17	60.50

*significant at the .05 level

ANOCOV 24

Analysis of Covariance for Grade 10
on Post Arithmetic Applications Raw Score with Pretest
Arithmetic Applications Raw Score as Covariate

Source	SS	df	MS	F
Effects				
Group	7.21	1	7.21	.44
Sex	.31	1	.31	.02
Interaction	15.42	1	15.42	.95
Control: Pretest				
Covariate	176.82	1		
Error				
Residual	424.21	26	16.32	
Total	623.68	30		

Table of Means Adjusted for Pretest

Effect	N	Adjusted Means
Group		
Experimental	15	13.05
Control	16	12.08
Sex		
Male	14	12.44
Female	17	12.64

ANOCOV 25

Analysis of Covariance for Grade 10
on Post Arithmetic Applications Percentile with Pretest
Arithmetic Applications Percentile as Covariate

Source	SS	df	MS	F
Effects				
Group	445.75	1	445.75	.96
Sex	52.37	1	52.37	.11
Interaction	488.08	1	488.08	1.05
Control: Pretest				
Covariate	5967.49	1		
Error				
Residual	12121.13	26	466.20	
Total	19037.89	30		

Table of Means Adjusted for Pretest

Effect	N	Adjusted Means
Group		
Experimental	15	50.71
Control	16	43.02
Sex		
Male	14	45.29
Female	17	47.93

ANOCOV 26

Analysis of Covariance for Grade 10 on Post Study Skills: References Raw Score with Pretest Study Skills: References Raw Score as Covariate

Source	SS	df	MS	F
Effects				
Group	.00	1	.00	.00
Sex	31.66	1	31.66	2.23
Interaction	18.21	1	18.21	1.28
Control: Pretest				
Covariate	92.88	1		
Error				
Residual	368.74	26	14.18	
Total	512.00	30		

Table of Means Adjusted for Pretest

Effect	N	Adjusted Means
Group		
Experimental	15	12.00
Control	16	12.00
Sex		
Male	14	10.85
Female	17	12.95

ANOCOV 27

Analysis of Covariance for Grade 10

on Post Study Skills: References Percentile with Pr est

Study Skills: References Percentile as Covariate

Source	SS	df	MS	F
Effects				
Group	1.47	1	1.47	<.01
Sex	1594.48	1	1594.48	2.39
Interaction	2447.76	1	2447.76	3.66
Control: Pretest				
Covariate	4450.17	1		
Error				
Residual	17367.91	26	668.00	
Total	25911.88	30		

Table of Means Adjusted for Pretest

Effect	N	Adjusted Means
Group		
Experimental	15	54.51
Control	16	54.96
Sex		
Male	14	46.72
Female	17	61.34

ANOCOV 28

Analysis of Covariance for Grade 10
on Post Study Skills: Graphics Raw Score
with Pretest Study Skills: Graphics Raw Score as Covariate

Source	SS	df	MS	F
Effects				
Group	5.42	1	5.42	.25
Sex	.80	1	.80	.04
Interaction	14.29	1	14.29	.66
Control: Pretest				
Covariate	548.15	1		
Error				
Residual	559.92	26	21.54	
Total	1129.42	30		

Table of Means Adjusted for Pretest

Effect	N	Adjusted Means
Group		
Experimental	15	18.33
Control	16	19.18
Sex		
Male	14	18.59
Female	17	18.92

ANOCOV 29

Analysis of Covariance for Grade 10
on Post Study Skills: Graphics Percentile with Pretest Study Skills: Graphics Percentile as Covariate

Source	SS	df	MS	F
Effects				
Group	174.19	1	174.19	.30
Sex	2.77	1	2.77	<.01
Interaction	549.67	1	549.67	.96
Control: Pretest				
Covariate	13824.62	1		
Error				
Residual	14957.91	26	575.30	
Total	29520.79	30		

Table of Means Adjusted for Pretest

Effect	N	Adjusted Means
Group		
Experimental	15	53.33
Control	16	58.14
Sex		
Male	14	55.48
Female	17	56.08

ANOCOV 30

Analysis of Covariance for Grade 10
on Post Attitude CMI Raw Score with Pretest Attitude CMI Raw Score as Covariate

Source	SS	df	MS	F
Effects				
Group	59.49	1	59.49	1.33
Sex	3.52	1	3.52	.08
Interaction	.40	1	.40	<.01
Control: Pretest				
Covariate	217.26	1		
Error				
Residual	1206.10	27	44.67	
Total	1491.50	31		

Table of Means Adjusted for Pretest

Effect	N	Adjusted Means
Group		
Experimental	16	35.75
Control	16	33.01
Sex		
Male	14	34.76
Female	18	34.09

ANOCOV 31
Analysis of Covariance for Grade 10
on Post Attitude CMI Percentile with Pretest Attitude CMI
Percentile as Covariate

Source	SS	df	MS	F
Effects				
Group	1188.94	1	1188.94	1.24
Sex	331.62	1	331.62	.35
Interaction	50.27	1	50.27	.05
Control: Pretest				
Covariate	4582.18	1		
Error				
Residual	25870.20	27	958.16	
Total	31887.17	31		

Table of Means Adjusted for Pretest

Effect	N	Adjusted Means
Group		
Experimental	16	58.49
Control	16	46.19
Sex		
Male	14	48.66
Female	18	55.20

ANOCOV 32

Analysis of Covariance for Grade 10 on Post Activity with Pretest Activity as Covariate

Source	SS	df	MS	F
Effects				
Group	194.22	1	194.22	1.38
Sex	4.17	1	4.17	.03
Interaction	60.56	1	60.56	.43
Control: Pretest				
Covariate	1025.25	1		
Error				
Residual	4370.93	31	141.00	
Total	5663.54	35		

Table of Means Adjusted for Pretest

Effect	N	Adjusted Means
Group		
Experimental	16	80.85
Control	20	75.92
Sex		
Male	15	78.52
Female	21	77.81

ANOCOV 33

Analysis of Covariance for Grade 10
on Post School with Pretest School as Covariate

Source	SS	df	MS	F
Effects				
Group	108.53	1	108.53	5.84*
Sex	.65	1	.65	.04
Interaction	42.86	1	42.86	2.31
Control: Pretest				
Covariate	10.48	1		
Error				
Residual	576.41	31	18.59	
Total	738.30	35		

Table of Means Adjusted for Pretest

Effect	N	Adjusted Means
Group		
Experimental	16	20.64
Control	20	17.04
Sex		
Male	15	18.48
Female	21	18.75

*significant at the .05 level

ANOCOV 34
Analysis of Covariance for Grade 10
on Post Self-Concept with Pretest Self-Concept as Covariate

Source	SS	df	MS	F
Effects				
Group	4.32	1	4.32	.95
Sex	4.92	1	4.92	1.09
Interaction	3.32	1	3.32	.73
Control: Pretest				
Covariate	85.38	1		
Error				
Residual	140.53	31	4.53	
Total	237.89	35		

Table of Means Adjusted for Pretest

Effect	N	Adjusted Means
Group		
Experimental	16	13.46
Control	20	12.74
Sex		
Male	15	12.62
Female	21	13.38

ANCOV 35

Analysis of Covariance for Grade 10
on Post Knowledge with Pretest Knowledge
as Covariate

Source	SS	df	MS	F
Effects				
Group	.13	1	.13	<.01
Sex	74.56	1	74.56	1.95
Interaction	4.90	1	4.90	.13
Control: Pretest				
Covariate	900.65	1		
Error				
Residual	1184.97	31	38.19	
Total	2164.97	35		

Table of Means Adjusted for Pretest

Effect	N	Adjusted Means
Group		
Experimental	16	51.46
Control	20	51.58
Sex		
Male	16	49.81
Female	20	52.82

ANOCOV 36
Analysis of Covariance for Grade 10
on Post Planning with Pretest Planning
as Covariate

Source	SS	df	MS	F
Effects				
Group	15.81	1	15.81	1.25
Sex	2.32	1	2.37	.19
Interaction	46.15	1	46.15	3.64
Control: Pretest				
Covariate	487.84	1		
Error				
Residual	393.01	31	12.68	
Total	944.75	35		

Table of Means Adjusted for Pretest

Effect	N	Adjusted Means
Group		
Experimental	16	28.34
Control	20	26.97
Sex		
Male	15	27.90
Female	21	27.35

ANOCOV 37
Analysis of Covariance for Grade 10
on Post Attitude with Pretest Attitude as Covariate

Source	SS	df	MS	F
Effects				
Group	5.43	1	5.43	.26
Sex	15.37	1	15.37	.72
Interaction	10.07	1	10.07	.47
Control: Pretest				
Covariate	275.79	1		
Error				
Residual	573.80	27	21.25	
Total	878.47	31		

Table of Means Adjusted for Pretest

Effect	N	Adjusted Means
Group		
Experimental	16	35.14
Control	16	34.30
Sex		
Male	14	33.93
Female	18	35.34

ANOCOV 38
Analysis of Covariance for Grade 10
on Post Exploration with Pretest Exploration
as Covariate

Source	SS	df	MS	F
Effects				
Group	827.55	1	827.55	1.60
Sex	83.57	1	83.57	.16
Interaction	1054.03	1	1054.03	2.04
Control: Pretest				
Covariate	19747.52	1		
Error				
Residual	16546.29	32	517.07	
Total	38203.93	36		

Table of Means Adjusted for Pretest

Effect	N	Adjusted Means
Group		
Experimental	17	169.32
Control	20	163.89
Sex		
Male	16	166.71
Female	21	164.37

APPENDIX C

ANOCOV 39
Analysis of Covariance for Full Group
on Post Reading Raw Score with Pretest
Reading Raw Score as Covariate

Source	SS	df	MS	F
Effect				
Group	18.96	1	18.96	.49
Grade	50.95	1	50.95	1.32
Control: Pretest				
Covariate	2800.29	1		
Error				
Residual	2629.67	68	38.67	
Total	5501.95	71		

Table of Means Adjusted for Pretest

Effect	N	Adjusted Means
Group		
Experimental	35	27.79
Control	37	26.76
Grade		
Nine	42	26.55
Ten	30	28.26

ANOCOV 40
Analysis of Covariance for Full Group
on Post Reading Percentile with Pretest Reading Percentile
as Covariate

Source	SS	df	MS	F
Effect				
Group	83.89	1	83.89	.19
Grade	288.52	1	288.52	.66
Control: Pretest				
Covariate	25737.68	1		
Error				
Residual	29880.51	68	439.42	
Total	55997.18	71		

Table of Means Adjusted for Pretest

Effect	N	Adjusted Means
Group		
Experimental	35	50.52
Control	37	48.36
Grade		
Nine	42	47.71
Ten	30	51.77

ANCOV 41

Analysis of Covariance for Full Group
on Post Arithmetic Concepts Raw Score with Pretest
Arithmetic Concepts Raw Score as Covariate

Source	SS	df	MS	F
Effect				
Group	45.41	1	45.41	3.98*
Grade	7.89	1	7.89	.69
Control: Pretest				
Covariate	847.19	1		
Error				
Residual	798.78	70	11.41	
Total	1698.55	73		

Table of Means Adjusted for Pretest

Effect	N	Adjusted Means
Group		
Experimental	35	22.17
Control	39	20.60
Grade		
Nine	43	21.62
Ten	31	20.95

*significant at the .05 level

ANOCOV 42

Analysis of Covariance for Full Group
on Post Arithmetic Concepts Percentile with Pretest
Arithmetic Concepts Percentile as Covariate

Source	SS	df	MS	F
Effect				
Group	707.14	1	707.14	2.71
Grade	590.66	1	590.66	2.26
Control: Pretest				
Covariate	22050.36	1		
Error				
Residual	18293.80	70	261.20	
Total	41606.54	73		

Table of Means Adjusted for Pretest

Effect	N	Adjusted Means
Group		
Experimental	35	67.33
Control	39	61.14
Grade		
Nine	43	66.48
Ten	31	60.63

ANOCOV 43

Analysis of Covariance for Full Group
on Post Arithmetic Applications Raw Score with Pretest
Arithmetic Applications Raw Score as Covariate

Source	SS	df	MS	F
Effect				
Group	27.55	1	27.55	2.20
Grade	9.56	1	9.56	.76
Control: Pretest				
Covariate	468.26	1		
Error				
Residual	877.14	70	12.53	
Total	1382.55	73		

Table of Means Adjusted for Pretest

Effect	N	Adjusted Means
Group		
Experimental	35	12.99
Control	39	11.76
Grade		
Nine	43	12.65
Ten	31	11.91

ANOCOV 44

Analysis of Covariance for Full Group
on Post Arithmetic Applications Percentile with Pretest
Arithmetic Applications Percentile as Covariate

Source	SS	df	MS	F
Effect				
Group	1589.41	1	1589.41	4.10*
Grade	945.52	1	945.52	2.44
Control: Pretest				
Covariate	16404.54	1		
Error				
Residual	27121.94	70	387.46	
Total	46019.50	73		

Table of Means Adjusted for Pretest

Effect	N	Adjusted Means
Group		
Experimental	35	55.62
Control	39	46.20
Grade		
Nine	43	53.65
Ten	31	46.40

*significant at the .05 level

ANOCOV 45

Analysis of Covariance for Full Group on Post Study Skills: References Raw Score with Pretest Study Skills: References Raw Score as Covariate

Source	SS	df	MS	F
Effect				
Group	.73	1	.73	.06
Grade	.05	1	.05	<.01
Control: Pretest				
Covariate	206.89	1		
Error				
Residual	848.23	69	12.29	
Total	1055.88	72		

Table of Means Adjusted for Pretest

Effect	N	Adjusted Means
Group		
Experimental	34	12.23
Control	39	12.03
Grade		
Nine	42	12.14
Ten	31	12.09

ANCOV 46
Analysis of Covariance for Full Group
on Post Study Skills: References Percentile with Pretest
Study Skills: References Percentile as Covariate

Source	SS	df	MS	F
Effect				
Group	45.44	1	45.44	.07
Grade	56.49	1	56.49	.08
Control: Pretest				
Covariate	11638.45	1		
Error				
Residual	47465.82	69	687.91	
Total	59204.83	72		

Table of Means Adjusted for Pretest

Effect	N	Adjusted Means
Group		
Experimental	34	58.56
Control	39	56.97
Grade		
Nine	42	58.47
Ten	31	56.68

ANOCOV 47

Analysis of Covariance for Full Group
on Post Study Skills: Graphics Raw Score with Pretest
Study Skills: Graphics Raw Score as Covariate

Source	SS	df	MS	F
Effect				
Group	.00	1	.00	.00
Grade	1.23	1	1.23	.06
Control: Pretest				
Covariate	1118.65	1		
Error				
Residual	1547.63	70	22.11	
Total	2667.51	73		

Table of Means Adjusted for Pretest

Effect	N	Adjusted Means
Group		
Experimental	35	18.92
Control	39	18.92
Grade		
Nine	43	19.03
Ten	31	18.77

ANCCOV 48

Analysis of Covariance for Full Group
on Post Study Skills: Graphics Percentile with
Pretest Study Skills: Graphics Percentile as Covariate

Source	SS	df	MS	F
Effect				
Group	26.34	1	26.34	.04
Grade	365.99	1	365.99	.56
Control: Pretest				
Covariate	22516.28	1		
Error				
Residual	45567.35	70	650.96	
Total	68473.81	73		

Table of Means Adjusted for Pretest

Effect	N	Adjusted Means
Group		
Experimental	35	60.31
Control	39	59.11
Grade		
Nine	43	61.57
Ten	31	57.06

ANOCOV 49

Analysis of Covariance for Full Group
on Post Attitude CMI with Pretest Attitude CMI as Covariate

Source	SS	df	MS	F
Effect				
Group	83.79	1	83.79	3.06
Grade	56.18	1	56.18	2.05
Control: Pretest				
Covariate	554.03	1		
Error				
Residual	1888.65	69	27.37	
Total	2580.95	72		

Table of Means Adjusted for Pretest

Effect	N	Adjusted Means
Group		
Experimental	36	36.38
Control	37	34.23
Grade		
Nine	41	36.07
Ten	32	34.30

ANOCOV 50
Analysis of Covariance for Full Group
on Post Attitude CMI Percentile with Pretest
Attitude CMI Percentile as Covariate

Source	SS	df	MS	F
Effect				
Group	1557.28	1	1557.28	2.18
Grade	1512.39	1	1512.39	2.12
Control: Pretest				
Covariate	15512.41	1		
Error				
Residual	49333.38	69	714.98	
Total	67878.50	72		

Table of Means Adjusted for Pretest

Effect	N	Adjusted Means
Group		
Experimental	36	61.82
Control	37	52.58
Grade		
Nine	41	61.16
Ten	32	51.99

ANOCOV 51
Analysis of Covariance for Full Group
on Post Activity with Pretest Activity as Covariate

Source	SS	df	MS	F
Effect				
Group	1321.55	1	1321.55	12.64*
Grade	9.76	1	9.76	.09
Control: Pretest				
Covariate	1790.56	1		
Error				
Residual	7839.34	75	104.53	
Total	10962.09	78		

Table of Means Adjusted for Pretest

Effect	N	Adjusted Means
Group		
Experimental	36	82.76
Control	43	74.29
Grade		
Nine	43	78.47
Ten	36	77.76

*significant at the .01 level

ANOCOV 52
Analysis of Covaraince for Full Group
on Post School with Pretest School as Covariate

Source	SS	df	MS	F
Effect				
Group	73.21	1	73.21	4.[illegible]
Grade	5.11	1	5.11	.31
Control: Pretest				
Covariate	30.90	1		
Error				
Residual	1250.75	75	16.68	
Total	1360.73	78		

Table of Means Adjusted for Pretest

Effect	N	Adjusted Means
Group		
Experimental	36	19.92
Control	43	17.99
Grade		
Nine	43	19.10
Ten	36	18.59

*significant at the .05 level

ANOCOV 53

Analysis of Covariance for Full Group
on Post Self-Concept with Pretest Self-Concept
as Covariate

Source	SS	df	MS	F
Effect				
Group	.74	1	.74	.18
Grade	.36	1	.36	.09
Control: Pretest				
Covariate	106.71	1		
Error				
Residual	300.19	75	4.00	
Total	407.97	78		

Table of Means Adjusted for Pretest

Effect	N	Adjusted Means
Group		
Experimental	36	13.00
Control	43	12.80
Grade		
Nine	43	12.83
Ten	36	12.96

ANOCOV 54
Analysis of Covariance for Full Group
on Post Knowledge with Pretest
Knowledge as Covariate

Source	SS	df	MS	F
Effect				
Group	38.21	1	38.21	1.15
Grade	16.06	1	16.06	.48
Control: Pretest				
Covariate	3040.67	1		
Error				
Residual	2496.38	75	33.29	
Total	5591.74	78		

Table of Means Adjusted for Pretest

Effect	N	Adjusted Means
Group		
Experimental	36	50.42
Control	43	49.02
Grade		
Nine	43	50.10
Ten	36	49.14

ANOCOV 55
Analysis of Covariance for Full Group
on Post Planning with Pretest Planning
as Covariate

Source	SS	df	MS	F
Effect				
Group	21.22	1	21.22	1.38
Grade	.99	1	.99	.07
Control: Pretest				
Covariate	697.58	1		
Error				
Residual	1149.80	75	15.33	
Total	1869.79	78		

Table of Means Adjusted for Pretest

Effect	N	Adjusted Means
Group		
Experimental	36	27.62
Control	43	26.58
Grade		
Nine	43	27.15
Ten	36	26.92

ANOCOV 56
Analysis of Covariance for Full Group
on Post Attitude with Pretest Attitude
as Covariate

Source	SS	df	MS	F
Effect				
Group	22.27	1	22.27	1.25
Grade	24.80	1	24.80	1.39
Control: Pretest				
Covariate	682.05	1		
Error				
Residual	1248.28	70	17.83	
Total	1977.40	73		

Table of Means Adjusted for Pretest

Effect	N	Adjusted Means
Group		
Experimental	37	35.93
Control	37	34.83
Grade		
Nine	42	35.89
Ten	32	34.72

ANOCOV 57

Analysis of Covariance for Full Group on Post Exploration with Pretest Exploration as Covariate

Source	SS	df	MS	F
Effect				
Group	1378.56	1	1378.56	4.05*
Grade	130.80	1	130.80	.39
Control: Pretest				
Covariate	42377.34	1		
Error				
Residual	25897.36	76	340.76	
Total	68786.06	79		

Table of Means Adjusted for Pretest

Effect	N	Adjusted Means
Group		
Experimental	37	170.25
Control	43	161.81
Grade		
Nine	43	164.52
Ten	37	167.10

*significant at the .05 level

APPENDIX D

Student Survey

Name_____

General	Mean	Median	Mode
1. How would you rate the overall quality of the CE+ program? (Poor 1 2 3 4 5 Excellent)	4.22	4.22	4.0
2. If you had it to do over again, do you think you would decide to participate in CE+? (Definitely No 1 2 3 4 5 Definitely Yes)	3.67	3.63	3.0
3. In CE+ have you felt that you could progress at your own rate? (Definitely No 1 2 3 4 5 Definitely Yes)	4.06	4.33	5.0
4. In comparison with regular classes, how much opportunity did CE+ provide you for learning about jobs? (Much Less 1 2 About Same 3 4 Much More 5)	4.75	4.83	5.0
5. In comparison with regular classes, how much opportunity did CE+ provide you for learning general knowledge? (Much Less 1 2 About Same 3 4 Much More 5)	3.69	3.81	4.0
6. In comparison with regular classes, how motivated are you to learn in CE+? (Much Less 1 2 About Same 3 4 Much More 5)	3.70	3.86	4.0

	Mean	Median	Mode
7. In comparison with regular classes, how much opportunity did you have to interact with other students and teachers?			
Much Less 1 2 About Same 3 4 Much More 5	4.42	4.68	5.0

What do you think are the two greatest weaknesses of CE+? (Check the responses that apply or write your own.)

1. Some students can't handle the added freedom.	8
2. Problems with the organization or staff of CE+.	31
3. Inadequate supervision of students on job site.	8
4. Lack of variety of job sites to meet student interest.	25
5. Insufficient training in basic skills or survival skills.	11
6. Three hour block of time.	28
7. Working with too many different people.	11
8. Other (please write in)_____	42

What do you think are the two greatest strengths of CE+?

1. Good alternative to other electives	19
2. Quality of the people working on the CE+ staff.	44
3. Students learn a variety of things.	39
4. Students learn about real-life situations.	22
5. Experience in working with adults.	11
6. Individualized program for each student.	22
7. Good way to learn.	8
8. Students learn about a variety of jobs.	0
9. Other (write in)_____	0

Curriculum Requirements

1. In what ways have projects been helpful to you in gaining new knowledge?

2. In what ways, if any, would you recommend changing the projects for the next year? (For example; topics of projects, length of project activities, etc.)

3. In what ways were explorations meaningful to you?

4. In what ways should explorations (or exploration guides) be changed?

5. In what way was your learning level most meaningful?

6. How would you recommend changing learning levels?

7. In what ways were your individualized basic skills meetings helpful to you?

8. In what ways would you change the basic skills requirements in CE+?

9. In what ways has dividing the semester into zones been helpful to your planning of CE+ requirements?

10. How would you change the structure of zones?

11. In what ways has it been meaningful to you to keep a journal?

12. What changes regarding journals would you propose?

13. In what ways were the competencies helpful to you?

14. What changes in the competencies would you recommend for next year?

15. In what ways have the resources (pamphlets, filmstrips, films, magazines) in the learning center been helpful to you?

16. What changes would you recommend in CE+ resources?

On the grid below please circle a number from 1 to 5 to indicate how helpful you feel CE+ has been to you in reaching each objective. (For example, if you feel CE+ was very helpful circle 5, if moderately helpful circle 3, and if little or no help circle 1.)

How helpful do you feel your CE+ experiences this year have been is assisting you to:

	Of Little or No Help				Very Helpful	Mode
1. Solve problems logically	1	2	3	4	5	3.0
2. Understand the role of science in our society today	1	2	3	4	5	3.0
3. Understand more about yourself	1	2	3	4	5	5.0
4. Get along with others	1	2	3	4	5	5.0
5. Understand the democratic process	1	2	3	4	5	3.0
6. Develop your own creativity	1	2	3	4	5	4.0

	Of Little or No Help			Very Helpful		Mode
7. Learn how your interests and abilities fit into potential careers	1	2	3	4	5	5.0
8. Learn how society's values, the government and the economy effect the world of work	1	2	3	4	5	3.0
9. Learn what to look at when considering a job	1	2	3	4	5	5.0
10. Learn how to find and keep a job	1	2	3	4	5	5.0
11. Learn the basic skills necessary for the careers that interest you	1	2	3	4	5	5.0
12. Improve your reading skills	1	2	3	4	5	4.0
13. Improve your math skills	1	2	3	4	5	3.0
14. Improve your oral communication skills	1	2	3	4	5	4.0
15. Improve your writing skills	1	2	3	4	5	4.0
16. Gain confidence in your ability to apply basic skills to complete tasks and to solve problems around you	1	2	3	4	5	5.0
17. Become acquainted with a broad range of resources to use in gathering information for work and decision making	1	2	3	4	5	4.0
18. Communicate comfortably with adults	1	2	3	4	5	4.0
19. Take responsibility for your own actions	1	2	3	4	5	4.0
20. Become more open to ideas and values different from your own	1	2	3	4	5	4.0
21. Use information obtained through direct experiences in making decisions	1	2	3	4	5	4.0
22. Feel prepared to accept adult responsibilities	1	2	3	4	5	4.0

	Of Little or No Help				Very Helpful	Mode
23. Learn the importance of further training and/or education	1	2	3	4	5	4.0

Additional comments on your thoughts and feelings about CE+!

STUDENT EVALUATION OF LEARNING SITE

Student_____ Date_____

Employer Instructor_____

Site_____

Learning Level _____

	Yes	No	Does Not Apply	Yes
EI DEMONSTRATES AN UNDERSTANDING OF HIS/HER ROLE BY:				
Providing orientation to the company				74%
Making introduction to other people				82%
Orienting to facilities				87%
Clarifying expectations of dress/grooming				77%
Defining rules and punctuality				62%

Comment

EI PROVIDES A PRODUCTIVE LEARNING ENVIRONMENT BY:	
Being interested in development of student and program	95%
Being willing to take time to help	97%
Encouraging independent work on assigned tasks	80%
Understanding why student is there	95%
Giving feedback on performance	80%
Encouraging new and meaningful experiences	87%
Supplying company information and materials	64%

Comment

	Yes	No	Does Not Apply	Yes
ARE YOU:				
Satisfied with your present learning site?				100%
Gaining valuable learning experiences?				100%
Clear on your performance review?				95%

Comment

ADDITIONAL COMMENTS:

signed

CE+ EMPLOYER OPINION SURVEY

Site Number_____

Your Name_____

Title_____

Name of company/organization_____

Type of company/organization_____

Approximate number of employees at your site_____

Length of time you have been participating with the program_____

Students in the program visit employer sites for a career exploration (usually several days to get an overview of a particular job) or for a learning level (usually several weeks or more to work on a project or get a more in-depth view of an occupation).

1. When the student is on a career exploration or learning level at your site, approximately how many hours per week do you typically spend with the student?
   Number of hours per week for career exploration 3-4 hrs

   Number of hours per week for learning level 8-10 hrs

2. Which of the following supportive services do you (or others at your site) provide for the students? (Check each appropriate category for career exploration and for learning level if you have had students for both levels.)

	Career Exploration	Learning Level
Talk about job opportunities?	24	10
Talk about the student's personal problems?	2	2
Talk about activities at your site?	27	13
Tutor in an academic area?	4	4
Evaluate individual students' assignments?	15	9
Assist students in non-job-related assignments?	5	1
Supervise students to perform a specific job-related task at your site?	15	12
Help plan student assignments?	9	6
Other (please write in)	0	0

3. How did you first become involved with the program? (Check appropriate response.)

1. Program personnel contacted me about the program	22
2. A student talked to me about the program	1
3. Another employer talked to me about the program	0
4. Company personnel talked to me about the program	5
5. Other (please write in)	1

4. Did the program staff provide you with enough information to help you direct student activities at your site?

1. Yes_____ 26
   Why?

2. No_____ 0

5. Would you recommend to a potential employer or resource person that he/she also become involved with the program?

1. Yes_____ 26
   Why?

2. No_____ 0

6. In general, do you think the CE+ students you have worked with have benefited by being at your site? Circle the appropriate number from 1 (definitely no) to 5 (definitely yes).

Definitely No				Definitely Yes	Mean	Median	Mode
1	2	3	4	5	4.15	4.10	4.0

7. In general, do you think the students you have worked with are really interested in learning new things?

Definitely No				Definitely Yes	Mean	Median	Mode
1	2	3	4	5	4.07	4.03	4.0

8. Do you receive adequate feedback about what happens to the students after they leave your site? Circle a number from 1 (never) to 5 (always).

Never				Always	Mean	Median	Mode
1	2	3	4	5	2.35	2.25	2.0

9. Do you receive adequate feedback about the effectiveness of your work with the students?

Never				Always	Mean	Median	Mode
1	2	3	4	5	2.56	2.44	2.0

10. How have employees at your site reacted to your agency's participation in CE+. (check one)

1. Positive reaction	13	4. No reaction	4
2. Negative reaction	0	5. Not applicable	2
3. Mixed reaction	8	6. Don't know	1

11. In what ways (if any) have the employees at your site benefited? (Check one or more appropriate response(s)).

1. They haven't benefited	2
2. Increased their awareness of youth	17
3. Motivated the regular employees to further training	1
4. Reduced their workload	3
5. Increased interest in their own work	7
6. I don't know	2
7. Other (please write in)	1

12. Do you plan to continue participating in the CE+ program next year? (Check yes or no.)

1. Yes	1	21
2. No	2	1
	3	5

Why? (Check one or more of the reasons below.)

1. Program is worthwhile	23
2. I like the people involved	10
3. My participation is a community service	12
4. It is challenging to me	3
5. I have had problems with the staff	0
6. I have had problems with the students	0
7. The program is not effective	0
8. I don't have time	1
9. Other (please write in)	1

13. What do you think are the greatest strengths of the program? (Check one or more reasons.)

1. Good alternative to a regular high school program	6
2. Quality of the staff	6
3. Students learn about a variety of careers	23
4. Students learn about real life situations	24
5. Good way of getting students to learn	5
6. Experience in working with adults	21
7. Other (please write in)	1

14. What do you think are the greatest weaknesses of the program? (Check one or more reasons.)

1. Some students can't handle the freedom	6
2. Problems in the organization of the program	3
3. Students not receiving sufficient training	3
4. Inadequate supervision of students on job sites	1
5. Too much paperwork	1
6. Lack of feedback about students	14
7. May be too difficult/technical for some students	8
8. Other (please write in)	5

15. How many students would your site be able to handle at one time for a career exploration?

1. One student	15
2. Two students	8
3. Three to five students	2
4. Six to eight students	0
5. More than eight students	1

16. What do you feel students are able to learn on job sites that they could not learn as well in a regular school classroom? (Check one or more reasons.)

1. First hand knowledge of demands in a "real world"	24
2. Working with other people	23
3. On-the-job skills	15
4. Self-discipline	12
5. Motivation to learn	10
6. Nothing	0
7. Other (please write in)	0

CE+ PROGRAM PARENT OPINION SURVEY

	Mean	Median	Mode
1. How well do you feel the EBCE* Program compares overall with the past school experiences of your daughter or son? Much Worse 1 2 3 4 5 Much Better	4.31	4.38	5.0
2. If you had it to do over again, would you want your son or daughter to participate in the EBCE Program? Definitely No 1 2 3 4 5 Definitely Yes	4.72	4.90	5.0
3. How well do you think your son or daughter likes the EBCE Program compared with past school experiences? Much Worse 1 2 3 4 5 Much Better	4.45	4.59	5.0
4. Have you received enough information about your son or daughter's progress in the EBCE Program? Definitely No 1 2 3 4 5 Definitely Yes	4.55	4.78	5.0

*Definition: EBCE-Experience Based Career Education

	Mean	Median	Mode
5. About how often have you had any contact with any EBCE Program staff members? Almost Never 1 2 3 4 5 Very Frequently	2.76	2.58	1.2
6. In comparison with regular classes how much opportunity did the EBCE Program provide your daughter or son for learning about occupations? Much Less 1 2 About The Same 3 4 5 Much More	4.55	4.78	5.0
7. What effect, if any, has the EBCE Program had on helping your son or daughter form career plans? Definitely Bad 1 2 No Effect 3 4 5 Definitely Good	4.38	4.59	5.0
8. In comparison with regular classes how much opportunity did the EBCE Program provide your daughter or son for general learning (i.e., Basic Skills and Life Skills)? Much Less 1 2 About the Same 3 4 5 Much More	4.55	4.78	5.0
9. In comparison with past experiences in regular classes how motivated is your daughter or son to learn in the EBCE Program? Much Less 1 2 About the Same 3 4 5 Much More	4.31	4.65	5.0
10. Before entering the EBCE Program, how often did your son or daughter talk to you about what was going on in regular classes? Almost Never 1 2 3 4 5 Almost Daily	3.28	3.43	3.0

	Mean	Median	Mode
11. How often does your son or daughter talk to you about what's going on in the EBCE Program?			
Almost Never 1 2 3 4 5 Almost Daily	4.28	4.59	5.0
12. How many meetings have you attended during this school year where other parents of EBCE students were present?			
None 1 2 3 4 or more	.76	.78	1.0

13. What do you think are the greatest weaknesses of the EBCE Program. (Check any of the following which are applicable.)

1. Some students can't handle the freedom	14%
2. Problems in the organization/staffing of the program	3%
3. Students not receiving sufficient training in basic skills or survival skills	7%
4. Inadequate supervision of students on job sites	3%
5. Lack of a variety of job sites to meet students' interests	59%
6. Other (please write in)	3%

14. What do you think are the greatest strengths of the EBCE Program? (Check any of the following which are applicable.)

1. Good alternative to a regular school program	45%
2. Quality of the staff	59%
3. Students learn about a variety of careers	72%
4. Students learn about "real life" situations and responsibility	72%
5. Good way of getting students to learn	31%
6. Experience in working with adults	72%
7. Individual treatment of students	72%
8. Other (please write in)	3%

15. What positive changes, if any, have you noticed in your son or daughter that you feel are a result of participation in the EBCE Program? (Check one or more of the following.)

1. Greater maturity or self direction	52%
2. Better able to relate to others	31%
3. Greater self confidence	69%
4. Clearer direction about his/her future	31%
5. More interested in education	45%
6. Better understanding of jobs	72%
7. Improvement in basic skills	24%
8. More realistic attitudes toward life, work, etc.	79%
9. None	0%
10. Other (please write in)	0%

16. What negative changes, if any, have you noticed in your son or daughter that you feel are a result of participation in the EBCE Program? (Check one or more of the following.)

1. Less interested in education	0%
2. Less interested in working	0%
3. More critical of others	0%
4. Disappointed with the program	10%
5. None	62%
6. Other (please write in)	7%

17. What types of knowledge, skills or attitudes have your son or daughter acquired in the EBCE Program that you feel he or she would not have gotten from a regular high school program. (Check one or more of the following.)

1. First-hand knowledge of demands in a "real world"	93%
2. Working with other people	62%
3. On-the-job skills	72%
4. Self-discipline	48%
5. Motivation to learn	48%
6. Nothing	0%
7. Other (please write in)	0%

APPENDIX B

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BIBLIOGRAPHY

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APPENDIX C

THE EXPLORER

The Explorer

CAREER EDUCATION PLUS

Volume I – Number 1 Central Campus, Minot Public School District No. 1 March, 1977

Special Orientation Issue

First employer job site obtained at Midwest Federal Savings and Loan Association.

Students are now in full swing in the career education program at Central Campus. They are having new learning experiences in exploring real jobs in the community. Students are finding out how to perform successfully on the job. They are also learning the training requirements and qualifications of each of these occupations.

This semester, thirty-nine students are involved in Career Education Plus. As of this issue, the following is a list of the employers and community resource people who are participating in CE +.

American Bank and Trust Company
Asplund Garage
Bethany Lutheran Church
Robert Buttz, Attorney
John Arnold, City Manager
Commercial Services Bureau
Dakco Distributors
Dakota Drug Company
Farmers Union Elevator
Fire Department, Minot
First National Bank
G. T. A. Feed Plant
J. C. Penney Company
Jerry's Standard
North Dakota Job Service
Job Shop
Kielhack and Hanson Architect
Midco Data Company
Midwest Federal Savings and Loan Association
Nodak Candy and Tobacco
Police Department, Minot
Ms. Sharon Johnson, Asst. Principal
Central Campus
Toivo's Jewelry
Trinity Medical Center, Accountant
Union National Bank
Ward County Agent
Western Auto Supply
Westland (Thunderbird) Computer Center
Jay Monicken, Insurance
Red Cross
League of Women Voters
Nevin Van De Streek, Attorney
Ward County Auditor
Director of Civil Defense
Teacher – Mrs. Meuth, Math (CC)
Teacher – Mr. Mueller, Construction (CC)
Wood Mechanics
St. Leo's School
Valker's Floral
Downtown Red Owl
Minot Public Library
Reub's Camera

Employer representatives "enjoying" pizza at the learning resource center orientation.

In order for these students to become involved in CE+, they needed parental permission. The parents of our students attended an orientation meeting which explained what their son or daughter would be participating in this year. Reports will go out periodically to the parents informing them of their student's progress and activities.

Career education is an alternative type of education for students at Central Campus. Since it is a new experience for employers and community resource people as well as students, the staff at CE+ would like to encourage questions, comments, and suggestions.

A list of our staff is presented below for information purposes.

Wayne Brostrom, Local Coordinator/ERS
Peg Portscheller, Student Coordinator/LM
Dave Kjos, Resource Specialist/LM
Fran Llewellyn, Learning Aide
Maxine Peterson, Secretary

Career Education Plus has an advisory board which is made up of community people. The members are: Ethel Crisera, Chairwoman; Jim Crawford, Vice-Chairman; Nancy Broyles, Secretary; Noel Hanson; Del Bjork; Karl Schlak; O. H. Mittelberg; Mavis Williamson; Stuart Summers, and Beulah Francis.

Becky Johnson exploring the automobile "world" at Asplund Toyota.

CE+ student parents at orientation meeting.

Employer Comments

"I feel this type of class with the opportunity of actually working with and observing different types of work will help the student chose his eventual profession." — Joan Eslinger, Midwest Federal

"I think this program is tremendous and should prove to be a great benefit to your students." — Karen MacKinnes, Job Shop

"I feel this program is one of the best innovations developed by our education system since the 3 R's." — Terry Hoff, Trinity Medical Center

A quote often heard from community resource people is: "I wish we had a program like this when I was in high school!"

Student Remarks

"My exploration at Union National Bank was very interesting and very amusing. It really helps when the one you work with is very polite and nice." — Denice Bonnet

"I really thought exploring the job of City Manager was kind of neat. It was a good experience for me because I don't really know that much about local government." — Stan Sherrill

Career Education Plus
Central Campus High School
Minot, North Dakota 58701

Non Profit Org.
U.S. POSTAGE
PAID
Permit No. 1
Minot, N.D.

The Explorer

CAREER EDUCATION PLUS

Volume I – Number 2 Central Campus, Minot Public School District No. 1 May, 1977

CAREER DEVELOPMENT

The Career Development content area of the CE+ program is the component that we wish to discuss in part in this issue of "The Explorer." The other two content areas are: Basic Skills and Life Skills. These aspects of the program will be discussed in future issues.

Career Development helps students identify, assess, and refine career information through on site experiences with people and places in the community. Students identify their career interest and increase their knowledge of personal aptitudes, interest, and abilities. This career awareness information is attained through two levels of learning.

The first is called an **exploration level.** Students spend between three and five days, for a couple of hours each day, on a job site. During these explorations, students examine the nature of the work and the job functions performed there. Three explorations per semester are required by all students.

The second level is called the **learning level.** At this level, students spend from three to six weeks at a community job site actually involved in working situations. Students receive "hands on" practice in the skills, knowledge, and attitudes required for specific jobs. One learning level each semester is a requirement.

The Police Department is participating in the CE+ project. According to Officer Corwin Effertz, the Police Department became involved in career education by invitation of the school system and a request from the city manager.

The police have assisted approximately eight students to become more aware of how police work is carried out. Students have been very pleased with this cooperation. Dave Weir is one student who spent several hours at this job site. Dave says:

"My learning level at the police department was a really exciting and new thing for me to do. I drove around with some police officers, and learned what they do on patrol. I operated the teletype and answered the telephone at the desk. A lot of the police officer's job is confidential so I didn't get to do all the things I wanted to do, but I did get to do the things I enjoyed the most."

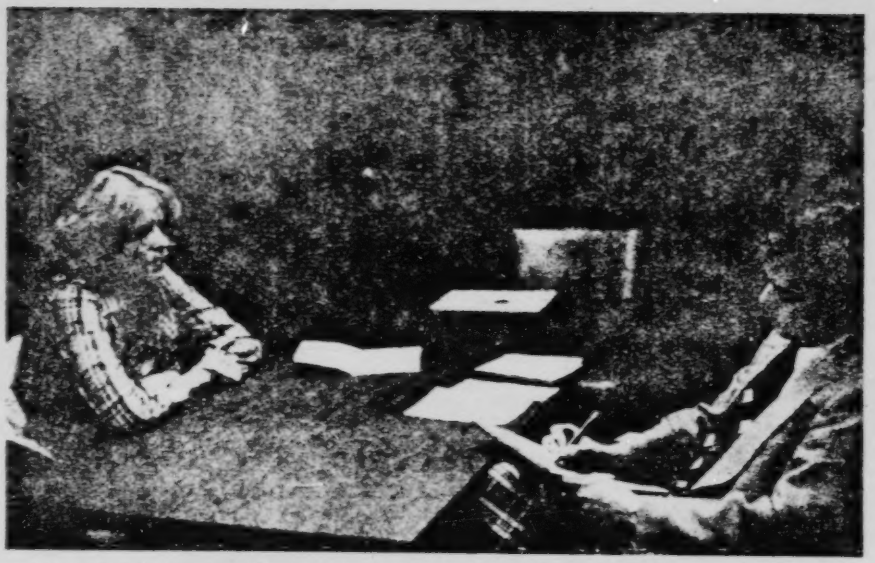
Officer Effertz states:

"The CE+ program has functioned fine for the explorations. The work experience or learning level presents some difficulty because nearly all functions must be performed by a sworn officer. Yes, we would like to continue to participate in this project."

Officer Corwin Effertz explains police work to student Dave Weir

Understanding Job Hunting

Do you recall interviewing for your first job? If you are like most people, you didn't have a very good idea of what to expect. You probably asked yourself questions like: How should I act? How should I respond to questions? What can I do to make a good impression on the interviewer?



Mr. Terry Byers of First Bank of North Dakota-Minot certifies students in job application competancy.

The students in Career Education Plus have the unique opportunity to find the answers to these questions and apply what they have learned to an interview with a personnel manager in the community. By going through the process of preparing a resume, filling out a job application form, and participating in an interview, the CE + students have made a very important step in preparing themselves for the world of work.

It is the expertise and knowledge of the people in our community which allows the CE + student to learn in this important manner. These people are called competency certifiers because they help the student achieve a certain amount of competence in a wide range of life skills. There are competencies in the area of finance such as working with credit, checking accounts, income tax, insurance and budgeting of money. There are competencies in areas of citizenship such as understanding the electoral process, local government, rights and responsibilities of a consumer and the use of public agencies. Other competencies include teaching the student to respond properly to police and fire emergencies and how to prepare for survival in cold weather.

The certifiers decide what is important for the student to learn and it is the certifier who decides whether or not the student has achieved an adequate understanding of the competency.

The competency area like other parts of the CE + program, depends in a large measure on the community. The staff of Career Education Plus feels the certifiers have played an important part in the success of this program.

Mr. Terry Byers of First Bank of North Dakota-Minot who certifies students in the job application competency says:

"I think it's a good experience for the students. They are better prepared than students who do not have the opportunity to go through this process."

Ardee Allen, a student in CE + comments:

"I think that the competency on employment was worth doing because it helped me to understand the process of job hunting, and everyone is going to have to do this sometime."

Career Education Plus
Central Campus High School
Minot, North Dakota 58701

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PAID

APPENDIX D

CE+: COMMUNITY RESOURCE USAGE

Minot Public Schools

CAREER EDUCATION PLUS

Summary of Community Resource Usage

The data included in this summary is an attempt to show the extent and variety of community resource usage by the Career Education Plus program during its first semester of operation, January 24-May 27, 1977.

Table of Contents

Community Businesses and Agencies Participating in CE+
Utilization of Employer Sites
Occupations Explored
Numerical Summary

Community Businesses and Agencies Participating in CE+

List of Employer Sites recruited for "explorations" and "learning levels."
"Exploration": 3 to 5 day site visit by student.
"Learning Level": 3 to 6 week site visit by student.

American Bank & Trust Company
20 First Street S. W.
Minot, ND 58701

Asplund Garage
110 South Broadway
Minot, ND 58701

Attorney, Robert Buttz
Suite 512
Midwest Federal Savings & Loan Building
Minot, ND 58701

City Manager, John Arnold
515 Second Avenue S. W.
Minot, ND 58701

Commercial Services Bureau
710 Hiawatha
Minot, ND 58701

Dakco Distributors
101 East Central
Minot, ND 58701

Dakota Drug Company
28-32 Main Street
Minot, ND 58701

Farmers Union Elevator
318 First Avenue N. E.
Minot, ND 58701

Fire Department
515 Second Avenue S. W.
Minot, ND 58701

First Bank of North Dakota, Minot
17 First Avenue S. W.
Minot, ND 58701

First National Bank
Second & Main
Minot, ND 58701

G. T. A. Feed Plant
400 East Central
Minot, ND 58701

J. C. Penney Company
101-5 Main Street
Minot, ND 58701

Jerry's Standard
300 Fifth Street S. E.
Minot, ND 58701

Job Service, North Dakota
315 Third Avenue S. W.
Minot, Nd

Job Shop
YMCA
Minot, ND 58701

Kielhack & Hanson Architect
408 First Avenue Building
Minot, ND 58701

Midco Data Company
101 East Central
Minot, ND 58701

Midwest Federal Savings & Loan
123 First S. W.
Minot, ND 58701

Minot Public Library
516 Second Avenue S. W.
Minot, ND 58701

Nodak Candy & Tobacco
18 Second Street N. E.
Minot, ND 58701

Police Department
515 Second Avenue S. W.
Minot, ND 58701

Principal, Asst. Sharon Johnson
Central Campus High School
110 Second Avenue S. E.
Minot, ND 58701

Red Owl (Downtown)
116 First S. W.
Minot, ND 58701

Reub's Camera
123 South Main
Minot, ND 58701

St. Leo's School
208 First Street S. E.
Minot, ND 58701

Teacher, Kathy Meuth, Math
Central Campus High School
110 Second Avenue S. E.
Minot, ND 58701

Teacher, Al Mueller, Construction
Central Campus High School
110 Second Avenue S. E.
Minot, ND 58701

Teacher, Neil Westegaard, Biology
Central Campus High School
110 Second Avenue S. E.
Minot, ND 58701

Toivo's Jewelry
16 First Street
Minot, ND 58701

Trinity Medical Center,
Accountant
Main & Fourth Avenue
Minot, ND 58701

Valker's Floral
412 Third Street S. W.
Minot, ND 58701

Ward County Agent
Courthouse
Minot, ND 58701

Western Auto Supply
300 Third Avenue S. W.
Minot, ND 58701

Westland Computer Center
412 East Central
Minot, ND 58701

Wood Mechanics
36 First Street N. E.
Minot, ND 58701

List of community resource people recruited for "competency certification".

Anderson, Norman
North Dakota Job Service
315 Third Avenue S. W.
Minot, North Dakota

Arnold, John
Minot City Hall
515 Second Avenue S. W.
Minot, ND 58701

Byers, Terry
First Bank of North Dakota, Minot
17 First Avenue S. W.
Minot, ND 58701

Carnahan, Harold
Ward County Courthouse
Minot, ND 58701

Clement, Pat, Teacher
Central Campus High School
110 Second Avenue S. E.
Minot, ND 58701

First National Bank
Mel Frueh & Carol Sladek
Box 1488
Main & Second Avenue S. W.
Minot, ND 58701

Certifiers Continued

Hoover, Marice
232 11th Avenue S. E.
Minot, ND 58701

Minot Fire Department
515 Second Avenue S. W.
Minot, ND 58701

Minot Police Department
515 Second Avenue S. W.
Minot, ND 58701

Monicken, Jay L., Insurance Agent
501 First Avenue Building
Minot, ND 58701

Peterson, Gladys
Ward County Courthouse
Minot, ND 58701

Pullen, Jerry
Jerry's Standard
300 Fifth Avenue S. E.
Minot, ND 58701

Smith, Lorraine
Ward County Farmers
Union Elevator
318 First Avenue N. E.
Minot, ND 58701

Stockman, Ester
2012 11th Avenue N. W.
Minot, ND 58701

Nevin Van De Streek
312 Midwest Federal Savings
& Loan Building
Minot, ND 58701

Utilization of Employer Sites

The following list gives the number of explorations and learning levels at each employer site.

Explorations	Employer Site	Learning Levels
4	American Bank & Trust Co	1
2	Asplund Garage	-
1	Attorney, Robert Buttz	-
3	City Manager, John Arnold	1
-	Commercial Services Bureau	-
?	Dakco Distributors	-
4	Dakota Drug Company	2
1	Farmers Union Elevator	-
5	Fire Department, Minot	3
7	First Bank of North Dakota, Minot	-
3	First National Bank	-
1	G. T. A. Feed Plant	1
7	J. C. Penney Company	-
6	Jerry's Standard	3
4	Job Service, North Dakota	1
2	Job Shop	-
1	Kielhack & Hanson Architect	-
-	Midco Data Company	-
4	Midwest Federal Savings & Loan Assoc.	2
1	Minot Public Library	-
4	Nodak Candy & Tobacco	-
8	Police Department, Minot	3
9	Principal, Asst. Sharon Johnson (CC)	5
1	Red Owl (Downtown)	-
7	Reub's Camera	3
14	St. Leo's School	9
3	Teacher-Meuth, Math (CC)	2
3	Teacher-Mueller, Construction (CC)	1
2	Teacher-Westegaard, Biology (CC)	-
5	Toivo's Jewelry	-
1	Trinity Medical Center, Accountant	-
2	Valker's Floral	1
2	Ward County Agent	-
3	Western Auto Supply	1
4	Westland Computer Center	-
5	Wood Mechanics	1
Total lorations 131		Total Learning Levels 40

Occupations Explored

Numbers refer to the number of students who have explored that occupation.

Each asterisk indicates a non-traditional exploration.

Agriculture

2 County Agriculture Agent *
1 Feed Plant Worker
1 Floral Designer
1 Grain Elevator Operator
1 Greenhouse Worker

Business & Office

1 Accountant
2 Bank Teller
5 Bookkeeper (Bank)
2 Bookkeeper (Business Firm)
3 Computer Operator
1 Key Punch Operator
1 Legal Secretary
3 Operations Supervisor (Banking) *
5 Receptionist
1 Secretary
3 Travel Agent

Construction

1 Architect
5 Cabinet Maker *

Marketing & Distribution

6 Automobile Mechanic (Attendant) **
4 Automobile Partsman *
1 Automobile Salesman
2 Buyer
8 Cashier-Checker
12 Sales Person
2 Shipping & Receiving Clerk
4 Warehouse Worker

Public Services

3 City Manager
2 Elementary School Principal **
4 Employment Counselor
5 Fireman
9 High School Asst. Principal *******
3 Kindergarten Teacher
1 Librarian
8 Police Officer *****
10 Primary Teacher ***
8 Secondary Teacher
2 Youth Employment Counselor

Numerical Summary

The figures below are a compilation of all community resources used between January 24th and May 27, 1977.

Individual Employer Site Visits

Number of students involved in the program.....40
Number of students involved in the site visits.....40
Number of employer sites in program.....36
Number of employer sites used.....34
Number of learning sites in program.....
(Several learning sites at some employer sites).....53
Number of exploration visits.....131
Number of learning level visits.....40
Total number of site visits.....171
Average number of site visits per student.....4.3
Number of hours spent in explorations.....757
Number of hours spent in learning levels.....905
Total student hours spent in site visits.....1662
Average number of hours spent in site visits per student41.6
Percentage of students time spent in site visits.....15.4%

Competency Trips in the Community

Total student hours spent on competency trips.....200
Average number of hours spent on competency trips per student.....5
Percent of students time spent on competency trips.....1.9%

Project Trips in the Community

Total student hours spent on project trips.....100
Average number of hours spent on project trips per student.....2.5
Percent of students time spent on project trips..... .9%

Totals

Total student hours spent utilizing community resources.....1962

Average hours per student spent utilizing community resources.....49.1

Percentage of students time spent utilizing community resources.....18.2%

APPENDIX E

PUBLICITY MATERIALS

Minot Daily News 10/16/76

VOCATIONAL FUNDS FOR MINOT SCHOOLS

The Minot School District reports the receipt of an $80,011 federal funding grant for a project in career education.

The award is made on an annual basis, but Lowell F. Latimer, assistant superintendent, said funding is projected for a three-year program.

Application for funds was accomplished through the cooperation of the North Dakota State Board for Vocational Education, Latimer said. The money for the so-called CE plus program is used to help students realize the relevancy of school subjects in their curriculum through exposure to work situations in the community.

It will acquaint students with occupational choices, giving them a more realistic picture of the business and labor structure of the community. Students will be gaining experiences in the community by being placed on the work site as well as by working on individual projects and activities at the learning center housed at Central Campus.

The program will be open to ninth and tenth grade students the second semester of this year. It will include juniors next year and seniors the following year. Thirty-five students will participate this year with enrollment to be increased over the next two years.

Staff members developing and implementing the project with coordination from the North Dakota State Board for Vocational Education include Wayne Brostrom, David Kjos and Peg Portscheller.

Minot Daily News 12/3/76

CAREER EDUCATION PILOT PROJECT STARTING AT MHS

"Career Education Plus" (CE- Plus), a new program modeled on the concept, Experience Based Career Education, begins the second semester in January 1977 for grades 9 and 10 at Minot High School Central Campus.

Approved earlier this year by the Minot School Board, the three-year pilot project was funded for $80,011 for the first year by the federal government through the State Board for Vocational Education. Over the three-year period, it will be reviewed each year for funding of approximately the same amount.

A CE-Plus learning center has been set up at Central Campus in the Music Building. Wayne Brostrom, local coordinator, also is employer relations specialist. Learning managers are Dave Kjos, who also is a resource specialist, and Peggy Portscheller, also a student coordinator. Maxine Peterson is secretary.

Brostrom has been business education instructor at Central Campus the last four years. Miss Portscheller taught English and physical education for three years at Jim Hill Junior High School, and English and business for two years at the former Minot Business College. Kjos is working on his master's degree in theater from the University of North Dakota at Grand Forks. This is his first year in the Minot Public Schools.

CE-Plus is not taught in a regular classroom setting, but on a one-to-one basis. While students in traditional programs are in classes all day, CE-Plus students will spend three hours of their school day working in the community and studying at the learning center.

This year, 40 students will be selected from among volunteers for the program. Parental permission is required for participation. Learning center staff members are taking applications now, starting orientation for the students and making preliminary job contacts in the Minot area.

According to Brostrom, students on a given job site will have available to them the two levels of exploration and learning. On the exploration level, students will spend from three to five days being oriented to a specific job. To get exposure to jobs they might be interested in, all students will visit at least three different places of business in the community each year.

On the learning level, students will spend from three to six weeks at one particular job, with instruction in the skills, knowledge and attitudes required for the specific jobs.

All work is for academic credit, Brostrom said. Students will not be paid for what they do at the job site.

The learning center will open with a cluster of job areas in construction, marketing and distribution, business and office, public service and agribusiness and natural resources.

These particular job areas were selected because the school already has some core courses, and most will be easily accessible for students to get to because they are in downtown Minot, Brostrom said.

Another vital part of the program, he said, is competency certification. The competencies require all students to meet a standard level of

performance for a specific set of skills, such as budgeting money, completing tax forms or transacting business on a credit basis. A community expert on banking for example, will certify students who have gained competence in banking.

Next year the program will be open to grades 9 through 11 and the third year, grades 9 through 12. Said Brostrom, "After that the program will exist on its merits and on the decisions of school officials."

Minot Daily News 1/4/77

DISTRICT PLANS EXPERIMENTAL JOB TRAINING

Central Campus teacher Wayne Brostrom is searching for downtown businessmen to help start a new job training program that will be offered beginning January 24 to 40 students in ninth and tenth grades. He explained the program to the Minot Rotary Club Monday.

The federally funded "Career Education Plus" (CE-Plus) is a three-year pilot project that exposes students to the world of work. Brostrom is the local coordinator. This year, the Minot School District will receive $80,000 for the program.

The Central Campus students, chosen randomly from 80 volunteer applicants who were given parental permission will spend half their school days in CE-Plus. The rest of their class time will be spent in traditional, required courses such as math and English.

CE-Plus will offer students on-the-job training in five of the 15 employment categories defined by the U.S. Office of Education: business-office, marketing-distribution, public services, construction, agribusiness and agriculture.

Brostrom said the CE-Plus students will observe at least three different businesses, then choose a job to work at for three to six weeks. Students won't be paid for their work; the program is learning-oriented.

Students will also concentrate on "competency certification," Brostrom said. That is, they will spend time at the CE-Plus center (in the Central Campus music building), and learn to manage checking accounts and credit cards, to handle tax forms and insurance, and maintain a car. Local experts will determine, through oral or written tests, whether the student becomes competent in those areas, said Brostrom.

Brostrom said he and the other CE-Plus staff teachers, David Kjos and Peggy Portscheller, believe the program will add "reality" or a fourth

"R" to the basics of education -- reading, writing and arithmetic. He explained that CE-Plus will allow the student to see how essential achievement in the three Rs is related to success at a career.

Brostrom said he had about six employers volunteer to help in the program. His goal is 25 or 30 by January 24.

Following this year, the program will expand to 60 students and will include juniors. In 1979, the program will expand to 80 students and will include seniors. When federal funds run out, Brostrom said, the school board and administrators will have to determine if the program is worth continuing with the district footing expenses.

Minot Daily News 1/11/77

JOB PLAN OUTLINED TO LIONS

Progress is being made in getting letters of intent from business places and governmental units agreeing to cooperate with the new experimental job training course which will begin January 24 at Central Campus, members of the Minot Lions Club were told Monday.

Speaker was Wayne Brostrom, teacher of the course being instituted under a federal grant of $80,000 for the first year. Since enrollment had to be limited to 40, half of the 80 interested students at Central Campus had to be dropped this year on a name-drawing basis.

Next year, however, the plan is to expand the program to the Magic City Campus.

To launch the program, students will select their job preferences in one of these "clusters," he explained: marketing and distribution, business-office, agriculture and agribusiness, construction and public services.

The students will devote three hours a day to the career program, the other four to academics. After orientations in the classroom, the students will go into the businesses and offices for the so-called "exploration level" for three to five days. In that phase they will discover what the work consists of. Then there will be a three to six week learning period on the job. They will get no pay only the job experience, Brostrom explained.

For businessmen participating in the program--and he still needs more--there will be the advantages of sizing up the students as possible future job prospects.

Students will be covered by workmen's compensation and insurance, the speaker pointed out. Some may select more than one job experience if they desire and, if they make a choice, can adjust their academic load to be most helpful in the career selected.

Minot Daily News

MINOT CAREER PROGRAM STARTS MONDAY

Career education, a federally-funded program, will start Monday for 40 ninth and 10th graders at the Central Campus, according to Wayne Brostrom, coordinator for the program.

Brostrom, in a Monday talk to the Minot Sertoma Club, said the school has received $80,000 per year for the next three years for the program, under which students will spend half of their school day at various jobs in the community.

Patterned after a project in Tigard, Ore., a suburb of Portland, career education is for all students, not particularly for those who may be considering dropping out of school, Brostrom said.

He reported that 40 students were selected from 80 applicants, with their parents' permission, for the program, which will cover basic skills, such as reading, writing and arithmetic; life skills, for governing their relationship to the community, and career development.

Students will be in contact with experts in various areas, according to Brostrom.

For three to five days of the week the student will explore three different places in the community and examine the nature of the work and job functions, Brostrom said.

Students will take workbooks, ask questions of firm representatives and later learn about the skills, knowledge and attitudes required for specific jobs, he explained.

For the initial part of the program, Brostrom said, students will stay in the downtown area, to reduce transportation problems, and work in the marketing, distribution, business and office fields, agriculture and agribusiness, construction and public service. He said more help is needed to develop a program for agriculture and construction.

With the addition of 20 students each year, the program would be expanded next year to include 11th graders and medicine, communications and media

for the third year for seniors.

He reported that participation has been good by Minot employers and the program will provide a way to show students what business is like and how it operates.

After the program has been functioning for three years, Brostrom said, the school board will take a look at it to determine whether to make it a permanent part of the school curriculum.

CAREERIST CHOSEN

Peggy L. Portscheller, student coordinator for the Career Education Plus Program at the Minot High School Central Campus, was selected as Minot's Young Career Woman for 1977 Wednesday by the Minot Business and Professional Women's Club.

Runner-up was Myra Miller, mortgage loan interviewer at Midwest Federal Savings and Loan Association, Minot, and former manager of the Beulah branch of Midwest Federal.

The seven candidates were judged following a three-minute presentation about themselves and their work. Judges were past presidents of BPW: Mary Quandt, Lorraine Goldade, Florence Sweney, Victoria Nelson, Gladys Pederson and Norma LaCount.

In her presentation, Miss Portscheller described the Career Education Plus program, which began at Central Campus in January, for grades 9 and 10. It is the only such program in the country as far as she knows. This year, 40 volunteer students are in the program. Potential drop-outs to grade A students are eligible.

In the individualized program, students will learn skills such as balancing a checking account, and career development, having an opportunity to choose from job sites in the community. Portscheller said the program was "very relevant."

The young careerist program is open to any young woman between the ages of 21 and 28 who has been employed in her career area for one year, following guidelines set up by BPW.

Miss Portscheller will compete at the State BPW Convention in May for the state title.

THE CAREER EDUCATION PLUS STAFF AND THE MINOT PUBLIC SCHOOLS

Wishes to recognize the following community organizations, businesses, and individuals for their support of and participation in the Career Education Plus program at Central Campus High School.

American Bank and Trust Company
Asplund Garage
Bethany Lutheran Church
Robert Buttz, Attorney
John Arnold, City Manager
Commercial Services Bureau
Dakco Distributors
Dakota Drug Company
Farmers Union Elevator
Fire Department, Minot
First National Bank
G.T.A. Feed Plant
J. C. Penney Company
Jerry's Standard, Jerry Pulis
Maurice Hoover
North Dakota Job Service
Job Shop
Kielhack and Hanson Architect
Midco Data Company
Midwest Federal Savings & Loan Assoc.
Nodak Candy and Tobacco
Police Department, Minot
Ms. Sharon Johnson, Asst. Principal Central Campus High School
Pat Clement, Business Teacher Central Campus High School
Toivo's Jewelry
Trinity Medical Center, Acct.
First Bank of North Dakota, Minot
Ward County Agent
Western Auto Supply
Westland (Thunderbird) Computer
Jay Monicken, Insurance
Red Cross
League of Women Voters, Lorraine Smith & Ester Stockman
Nevin Van De Streek, Attorney
Ward County Auditor, Gladys Pederson
Director of Civil Defense, Harold Carnahan
Wood Mechanics
Mrs. Meuth, Math Teacher, Central Campus High School
Mr. Mueller, Construction Teacher, Central Campus High School
St. Leo's School
Walker's Floral
Downtown Red Owl
Minot Public Library
Reub's Camera
Mr. Westegaard, Biology Teacher Central Campus High School

The Firms listed above have opened their doors to high school students for career explorations. Through the cooperation of people like this, students in Minot have a unique opportunity to sample actual careers in our community. These experiences enable young people to learn early about the dignity of work and the discipline that careers demand.

The staff at Career Education Plus wishes to thank each individual who took part in enhancing the educational experiences for many of Minot's young people.

Rich Olthoff, Principal
Wayne Brostrom, Local Coordinator
Peg Porrischeller, Student Coordinator
Dave Kjos, Resource Specialist
Fran Llewelyn, Learning Aide
Maxine Peterson, Secretary

Central Campus Crier

VOLUME 2 — NUMBER 2

Signs like these herald the arrival of Career Education next semester.

Career Education Primes Up

By Steve Cameron

If you don't know what kind of work you are able to do, Career Education can help you find out. What is Career Education?

According to Dave Kjos, "It is an alternative type of education for high school students."

Students enrolled in the program will spend from one to two hours a day out in the community working with adults. While in the community and at the learning center students will work on projects and activities which are compatable with their abilities, needs and interests."

The program consists of the students choosing a career area and going out to work in that area under an employer/instructor.

An employer/instructor is an employee of a business in the area chosen. The student will follow the employer/instructor and find out what his duties are. Then after a few days he will be assigned small jobs.

During the semester, the student will have to complete competencies. Competencies are skills that the staff of Career Education feels are necessary to get along in the world. They include understanding and using credit, opening and managing a checking account, learning to figure State and Federal income taxes, understanding how to budget time and money, handling emergencies and understanding the structure and function of local government. After the student has learned to do them, he will go to a certifier, an employee of a business concerned with that type of competency. A certifier determines whether the student knows how to do that competency.

The program will take place during the second semester, in the afternoons.

The staff members of Career Education are Wayne Brostrom, Dave Kjos, Peg Portscheller and secretary Maxine Peterson.

Wayne Brostrom explained that "the student won't be paid for the work he does, instead he will receive one-half credit per hour per semester."

From Your

RINC -I- PALS

February, 1977
Newsletter

Central Campus.. "A Progressive School"

February was a good month. Educator-student relationships continue to be both positive and personalized. A variety of February activities enabled students and teachers to work cooperatively in the best interest of Central Campus. From our vantage point, it was exciting to see such things as Foreign Language Week activities; "Reynard The Fox;" Founder's Day program involving 1,000 Minot students and 2,000+ spectators; Spirit Week; and pre-registration activities. The month of March will also be a busy one in terms of extra-curricular activities and academic learning experiences.

The pre-registration process operated on as smooth a basis as possible. Both English teachers and Counselors should be commended for their organized, meaningful, and student-need-satisfying effort. Students were encouraged to make wise decisions and were very ably assisted through the process by concerned teachers, counselors, and parents. Thank you for your effort as students will indeed benefit through being involved in 1977-78 academic offerings which satisfy their educational needs.

Our new in-school suspension system seems to be functioning at a more quality level as time goes on. Having an isolated area and a coordinator seems to make the process a more organized, viable, and significant one in terms of modifying negative behavior. Although not a panacea that will resolve all discipline problems, it is a very positive alternative in providing education with proper supervision to those students who occasionally find themselves in conflict with Central Campus policies and regulations. We appreciate the fact that teachers are doing a good job of getting suspended student assignments to Miss Huntley, the coordinator, by the end of the student's first day in suspension. Keep up the good work!!!

Career Education, under the direction of Wayne Brostrom, Peg Portscheller and David Kjos, got off to a very organized and well coordinated start. Students seem to be having a very good educational experience in this activity oriented program designed as an alternative form of education. The 40 students in the program continue to progress in their basic required courses on a daily basis while also involved in a three hour Career Education block. They are off to a great start. Congratulate them if you get an opportunity to do so.

APPENDIX F

CE+: STUDENT HANDBOOK

STUDENT CE+

HANDBOOK

Central Campus High School
CAREER EDUCATION PLUS
Minot, North Dakota 58701

The activity which is the subject of this report was supported in whole or in part by the U. S. Office of Education, Department of Health, Education, and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the U. S. Office of Education, and no official endorsement by the U. S. Office of Education should be inferred.

This document is made possible through an exemplary grant award from the Bureau of Adult, Vocational, Technical Education, Office of Education, U. S. Department of Health, Education and Welfare. It is printed in cooperation with the North Dakota State Board for Vocational Education and the Minot Public School District No. 1.

This document is adapted for local use from the Northwest Regional Educational Laboratory EBCE Student Handbook.

WELCOME

The CE + Staff Welcomes You!

This handbook is to acquaint you with CE + and how it operates. It is designed to help you during orientation in the first weeks of school as well as being a reference for the entire school year. Place this handbook in your mailbox so that you have the answers to many of your questions as they arise.

CE + What Is It?

Career Education Plus (**P**lanning, **L**earning, **U**nderstanding, **S**ucceeding) is an alternative to traditional education. We are exploring new ways for students to learn.

Instead of learning mostly in the classroom, as a student in CE +, you would learn at the CE + learning center and at job sites around Minot. You will have the chance to explore many different careers and your "Learning Plan" will be centered directly around your interests and abilities.

The most exciting thing about CE + is also the scariest. Within the requirements of the program, you, the student, make decisions about what and how you want to learn.

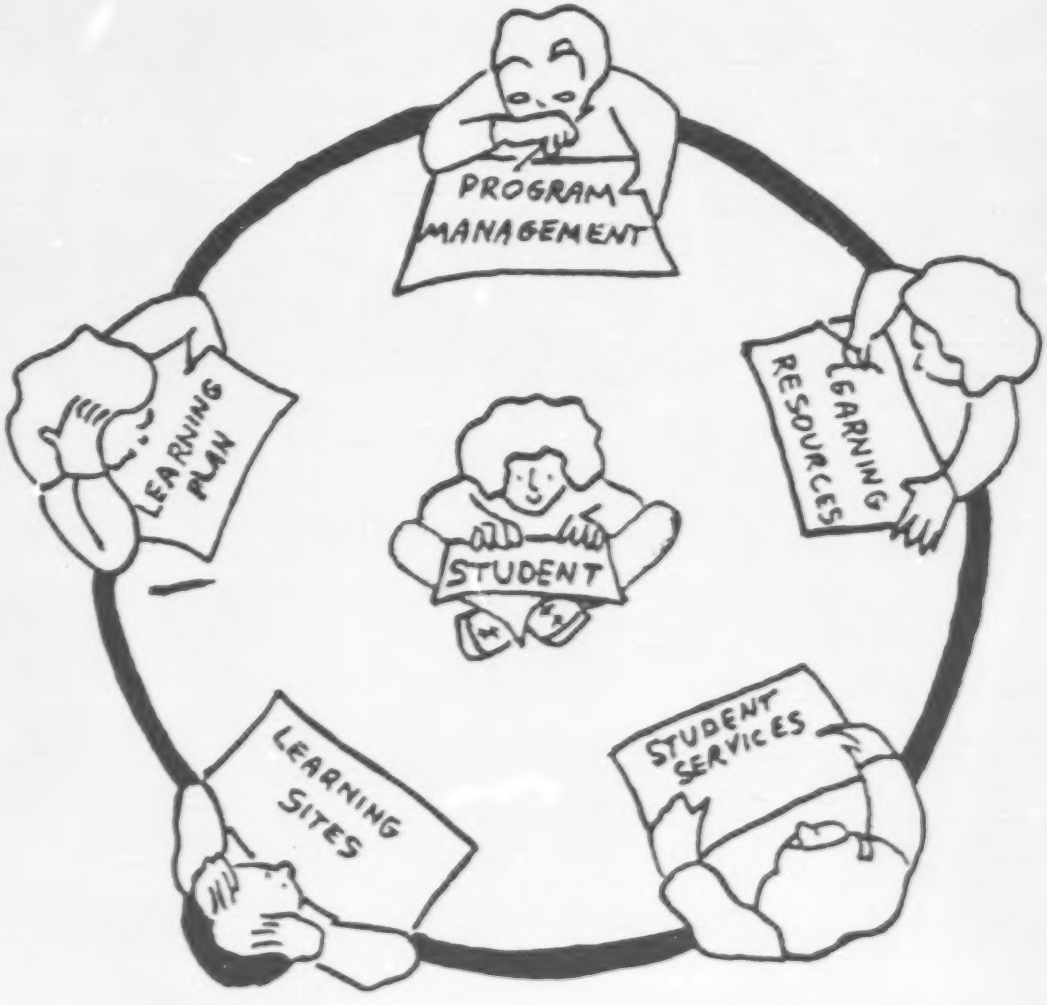
So what is so scary? The responsibility for learning falls on your shoulders. Working with your Learning Manager, you negotiate your own program. You will have before you a great deal of freedom to make choices and decisions, but this also means a great deal of responsibility.

Your time as a CE + student will be a time of decision making. You will have a chance to decide how you want to fit into the world. You will have a unique opportunity to form specific goals for future education, life style, and your role as a citizen.

Learning In CE +

Probably the best thing CE + can do for you is teach you how to learn. Ten years from now, there may be twice as many facts to know. No one can tell you now all the things you will have to know in the future when you are out on your own. But there are basic things that we all need to know (how to communicate and cope with other people; how to read, write, and add; how to file taxes; how to get a job; etc.) These basics are a part of CE + and can further be explained by one of the staff people at CE + .

Through the process of negotiation with your Learning Manager, information about your educational needs, the reality of your interest, and your immediate and future needs are blended into an "educational agreement."



INFORMATION

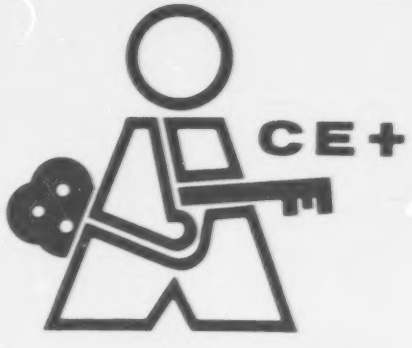
The Learning Program

CURRICULUM: The CE + program has been designed to provide you with skills and knowledge necessary to help you succeed in life. There are three main parts of the program: Life Skills, Basic Skills and Career Development.

1. **LIFE SKILLS**
   Life skills are skills we feel people need to know to lead a satisfying life. These skills are grouped into six content areas:
   1. Commerce
   2. Social Studies
   3. Science
   4. Personal Development
   5. Communications
   6. Competencies

2. **BASIC SKILLS**
   Basic skills are those used to perform tasks, solve problems, and learn new ideas.
   1. Reading
   2. Oral and written communications
   3. Mathematics

3. **CAREER DEVELOPMENT**
   This part of CE + focuses on issues, topics, and trends that are important to people in the working world.
   1. Information about self and the world of work
   2. Career Skills
   3. Lifetime Career Development



Strategies

PROJECTS

One of the ways you will learn in CE + will be through **Projects.** A project is a package of learning activities completed at the Learning Center, at job sites, and at other community resource sites. All projects are written in one of the five Life Skills areas.

Some of the projects you do may be "pre-written." This means that the activities are already laid out for you. Other projects may be "individual," which means you may write your own and negotiate the activities, resources, and outcomes with your Learning Manager.

LEARNING LEVEL

When you have completed an exploration that you especially liked, you may choose to go there again — on a Learning Level. During this time you will practice skills necessary to perform the job, along with completing activities related to Basic Skills.

JOURNAL

You are asked to keep a Journal on regular notebook paper, which will be turned into your Learning Manager once a week. Each week you should write a minimum of one page that will contain an informal record of your activities, experiences, ideas, and anything else you may wish to share. Only your L. M. will read your Journal; he/she will then make a written reply to you. Your Journal can and should become a very important part of your CE + adventure.

STUDENT SEMINARS

Meetings will be held regularly for all CE+ students and staff. Attendance is required at all such meetings. During these meetings ideas and concerns will be shared so that our experiences may be as positive as possible.

COMPETENCIES

The competencies are specific skills which are necessary for everyone no matter what sort of job they perform. Some of the competencies are filing taxes, working with credit and being able to respond to emergencies. After studying the materials in one of these areas you will go out into the community and be tested by a person who is a specialist in that particular area.

Minimum Requirements per Semester

Journal
5 Projects
5 Competencies
3 Explorations
1 Learning Level
1 Basic Skills Meeting — per week

TIPS *

Adjusting to a program with a new approach to learning can be difficult. With so many things to accomplish and learn, it is important to plan your semester. To help you with this plan and to help you succeed in CE+, we have broken the semester into six three-week **zones.**

The CE+ Learning Managers will assist you in planning your learning program through activities to reach your learning goals in each zone.

Here are some tips to remember while working in CE+:

* * *

1. Use your meetings with your L. M. to the fullest. Discuss your learning goals and plan activities to reach these goals. Share any concerns you have with your L. M. Decide on dates when you will finish each part of your projects. Use your zone sheet to help you plan. Be sure to keep appointments with staff members and be on time.

2. CE+ has many community/employer sites. Using information about your career interests, the ERS can help you select sites you are interested in exploring. He will set up your placements. Feel free to seek his advice before making a decision on your explorations. You are expected to meet the employer's expectations for dress and grooming.

3. You will often need materials to help you with project activities and job placements. While you are at a site, request company brochures. To find other materials, the L.R.S. will be a big help. He knows what materials are in the Learning

Center and what is available in the community. He will let you know where they are, but it is your responsibility to find and use them.

The Learning Center materials include books, tape recorders, audio-visual equipment, cameras, and other resources. All materials must be checked out with the L. R. S. Show care for all books and equipment.

4. Being involved in CE + will not always be easy. Everyone is sure to have some problems and questions. The CE + staff is here to help you as well as the Central Campus principals, counselors, and teachers. Various community people can also be a big help. The Student Coordinator can help you make arrangements.

5. Come to CE + prepared to work — make sure you have your journal, paper, pens, and any other materials you may need.

1977-1978 CE + ZONES

First Semester

Zone 1 . . . . . August 31-September 23
Zone 2 . . . . . September 26-October 19
Zone 3 . . . . . October 24-November 11
Zone 4 . . . . . November 14-December 2
Zone 5 . . . . . December 5-December 22
Zone 6 . . . . . January 2-January 20

Second Semester

Zone 1 . . . . . January 23-February 10
Zone 2 . . . . . February 13-March 3
Zone 3 . . . . . March 6-March 24
Zone 4 . . . . . March 27-April 14
Zone 5 . . . . . April 17-May 5
Zone 6 . . . . . May 8-May 26

FORMS

Sign In-Sign Out Sheet *(See Page 11)*
- Get blank one each Monday
- Fill in daily
- Keep in mailbox
- Turn into L. M. each Friday

Student Transportation Form *(See Page 11)*
- Get from secretary prior to each exploration or learning level
- Fill out and give to E. R. S.

Weekly Time Report
- This is the back side of the Sign-In Sheet
- Fill in daily

Project Form *(See Page 12 and 13)*
- Filled in by you and your L. M.
- Keep with you as you're working on your project
- Turn into L. M. when completed

Student Evaluation of Learning Site *(See Page 14)*
- (Used only for a learning level)
- Get from E. R. S. when you have completed a learning level
- Fill in and give to E. R. S.

Zone Debriefing *(See Page 15)*
- L. M. fills this out with your help

Accountability Write-Up *(See Page 17)*
- Filled in by any staff members
- Signed by student

Competency Certification *(See Page 16)*
- Get from L. M.
- Fill out and have certifier sign it
- Hand into L. M.

Student Questionnaire and Learning Style Self Assessment
- Fill in with L. M.
- Hand into L. M.

Zone Summary and Parent Report Form *(See Page 18)*
- Filled in by L. M. at end of each zone
- Copy sent home

CE+ SIGN IN/SIGN OUT

STUDENT _____

WEEK OF _____ TO _____

MONDAY			TUESDAY			WEDNESDAY			THURSDAY			FRIDAY		
Time In	Time Out	Location	Time In	Time Out	Location	Time In	Time Out	Location	Time In	Time Out	Location	Time In	Time Out	Location

This form should be turned in to the secretary each Friday before you leave.

CE+ STUDENT TRANSPORTATION

Name _____

Exploration ____ Learning Level ____ Site _____

Please check below the met od of transportation to be used:

____ City Bus

____ Walking

____ Bike

____ CE+ Car

____ Personal Car

____ Other _____

After completing this form, please turn it in to the ERS.

SAMPLE PROJECT

Functional Citizenship, Critical Thinking, Science.
Personal Social Development, Creative Development.

Each project is in one of the five Life Skills areas.
The name of that area goes here.

STUDENT NAME Your Name

LIFE SKILLS AREA:

PROJECT TITLE The Name of the Project

EMPLOYER INSTRUCTOR Your EI's Name

EMPLOYER SITE The Name of the Business

STARTING DATE Project Started

TARGET DATE Expect to Finish

DATE RECEIVED Hand In Project

COMPLETION DATE LM Evaluation

Critical Thinking Wrapup Complete Review Project With LM

ERS CERTIFICATION ERS must see the project and the skill sheet.

LEARNING MANAGER RATIONALE/ASSESSMENT:

In this space your Learning Manager writes what this project is designed to help you learn and why it is an important part of your learning plan.

STUDENT RATIONALE:

In this space you write your reasons for wishing to do this project and what you expect to learn from it. This rationale is always written before you begin to work on the project. You can then go back to it after the project is completed and see how well you met the goals you established.

PROJECT EVALUATION:

Your Learning Manager will use this space to evaluate the entire project after all activities are completed. You are always encouraged to talk these comments over with your Learning Manager.

RECOMMENDATIONS:

Based on the evaluation of your work on this and previous projects, your Learning Manager will recommend further work that would be helpful to you.

ACTIVITY Target date for Activity completion date _____	RESOURCES	PRODUCTS/CRITERIA Unless otherwise specified, products and criteria will be negotiated with your LM
This area of the project lists specific things that you will do to complete this activity. For each item in this list there will be a corresponding product in the right hand column on this page.	This column suggests people and other resources which may help you to complete the tasks outlined in the activity column. You are encouraged to find and use resources that may not appear here.	This column lists the specific things which you will produce and turn in to your Learning Manager for evaluation. These items are many and varied and will demonstrate your completion of the tasks listed in the left hand column. Specific criteria may be added to describe the level of performance you are to achieve. All items are totally negotiable. You are urge to identify creative alternatives and share the with your Learning Manager prior to completing the task.

EVALUATION

Here your Learning Manager will evaluate the work you have done on this activity as specified above. Evaluation will be in terms of how well you have accomplished what was negotiated and listed above.

STUDENT EVALUATION OF LEARNING SITE

Student _____ Date _____

Employer Instructor _____

Site _____

Learning Level ☐

EI DEMONSTRATES AN UNDERSTANDING OF HIS/HER ROLE BY:	Yes	No	Does not apply
Providing orientation to the company			
Making introductions to other people			
Orienting to facilities			
Clarifying expectations of dress/grooming			
Defining rules and punctuality			

Comment

EI PROVIDES A PRODUCTIVE LEARNING ENVIRONMENT BY:			
Being interested in development of student and program			
Being willing to take time to help			
Encouraging independent work on assigned tasks			
Understanding why student is there			
Giving feedback on performance			
Encouraging new and meaningful experiences			
Supplying company information and materials			

Comment

ARE YOU:			
Satisfied with your present learning site?			
Gaining valuable learning experiences?			
Clear on your performance review?			

Comment

ADDITIONAL COMMENTS:

_____
signed

CE+ ZONE DEBRIEFING

Student _____ Zone Number ☐

Date of Debriefing _____

	WORK THIS ZONE		COMPLETED THIS ZONE	COMPLETED TO DATE
	OK	NEEDS TO IMPROVE		
Competencies				
Projects				
Journals				
Explorations				
Exploration Guides				
Learning Levels				
Sign Out Sheets				
CE+ Seminars				
Basic Skills Meetings				

Prescription and/or staff comments:

CE+ COMPETENCY CERTIFICATION

Student _____

Date _____ Competency Number _____

Name of Competency _____

_____

This is to certify that the student named above has satisfactorily completed the requirements for certification in the competency stated.

_____

(Signature of Certifier)

_____

(Title of Certifier)

ACCOUNTABILITY WRITE-UP

Copies to:
__ Program Administrator
__ LM
__ Student Coordinator
__ Parents
__ Students
__ School Principal
__ Guidance Counselor

Student Name_____

Date_____

EXPECTED BEHAVIOR

__ Appropriate conduct while participating in CE+.
__ Cooperation with CE+ staff, employers, other students
__ Attemping to produce quality work.
__ Establishing time zone goals.
__ Initiating, competency, and submitting projects.
__ Working toward competency certification.
__ Turning in completed exploration workbooks.
__ Signing in and out properly.
__ Turning in proper forms on time.
__ Keeping appointments.
__ Showing care for equipment, and facilities.
__ Keeping and submitting journal.
__ Other

Comments_____

LEVELS OF ACCOUNTABILITY

CONFERENCE
__ Student Coordinator
__ Learning Manager
__ Employer Instructor
__ Parents
__ School Principal
__ Learning Aide

CONSEQUENCES
__ Loss of project credit
__ Loss of exploration credit
__ Loss of employer site
__ Make-up work
__ Probationary period
__ In-school suspension
__ Detention
__ Dismissal from CE+
__ Other_____

_____
Staff Signature

_____
Student Signature

PARENT REPORT FORM

STUDENT _____ ZONE PERIOD _____ ZONE # _____ DATE OF REPORT _____

This is a progress report of your son/daughter's CE+ learning plan activities and performance:

By this time your son/daughter should have completed;

___ Projects
___ Journals
___ Competencies
___ CE+ Seminars
___ Basic Skills Meetings
___ Explorations
___ Learning Level

At this time, your son/daughter has successfully completed:

___ Projects
___ Journals
___ Competencies
___ CE+ Seminars
___ Basic Skills Meetings
___ Explorations at _____
___ Learning Level at _____

Attendance: Days Possible ____

Days Attended ____

Prescription for Improvement _____

Learning Manager Comments: _____

EXPLORATION PROCEDURE

1. Contact your E. R. S. and discuss your job site desires with him.
2. Inform your L. M. of your site desire.
3. Call the site contact person and set up an appointment.
4. Inform the E. R. S. of the date and time of your appointment.
5. Be on time for the appointment and take your Exploration Guide, time schedule card, and training agreement.
6. Complete the Guide as you spend time at the site.
7. Have your Employer Instructor fill in his/her comment page.
8. Turn in the Guide to the E. R. S. for his comments.
9. The Guide will then go to your L. M.
10. If it is incomplete or needs correction, your L. M. will return it to you; if everything is in order, you will receive credit for a completed Guide.

COMPETENCY PROCEDURE

1. After scanning through your competencies booklet, select five to work on through the semester.
2. Inform your L. M. of your choices.
3. Read through the steps for certification and follow instructions.
4. Turn in signed certification form when the competency is completed.

JOURNAL PROCEDURE

1. Read through your Journal handbook for an understanding of reasons for keeping a journal. It will also give you ideas on what to include in your entries.
2. Write an entry in your journal daily, you might want to set aside a regular time each day to do this.
3. Turn in your journal to your L. M. on the day agreed upon.
4. When your L. M. returns the journal to you, read through the ideas and thoughts he/she has shared with you.
5. Continue your daily entries until the semester ends. Your journal will be kept confidential between you and your L. M., and will be yours to do with as you please at the end of the semester.

BASIC SKILLS PROCEDURE

1. After completing tests on basic skills, note what your strong areas are and which areas you need to improve.
2. Schedule weekly meetings (½ hour in length) with the Learning Aide.
3. Do any work that's assigned to you and share with the Learning Aide the things with which you want help.

LEARNING LEVEL PROCEDURE

1. Contact your E. R. S. and discuss your L. L. site desire with him.
2. Inform your L. M. of your site selection.
3. Call the site contact person and set up a schedule.
4. Let your E. R. S. and L. M. know of your schedule.
5. Fill in transportation form and give it to the E. R. S.
6. Sometime during your visits, complete an evaluation form of your Employer Instructor — your E. I. will complete one of you.
7. Complete your L. L. — tie one of your projects in with your L. L. site activities, if possible.
8. Turn in your evaluation form to the E. R. S. when it is completed.
9. Fill in your time report each week summarizing your job site and learning center hours.

TEN COMMANDMENTS FOR CE+

I.

Thou shalt honor thine CE+ obligations or thou shalt pay the consequences.

II.

Thou shalt remember to check in and out at the appropriate times, for the state of N. D. and Central Campus hath decreed "three periods shall ye toil in CE+."

III.

Thou shalt meet the minimum CE+ requirements or thou shalt not receive a passing grade.

IV.

Honor thy car and thy driver that the days maybe many during which thou are **privileged** to ride in the car.

V.

Thou shalt faithfully keep all appointments and be on time whether they be with CE+ staff or community resource people.

VI.

Thou shalt never leave the CE+ Learning Center without notifying the Keepers of the Gate or thou shalt be retained within the Center walls.

VII.

Thou shalt not abuse thy mind with alcohol, tobacco, or any type of drugs or thou shalt be banished from the Learning Center.

VIII.

Thou shalt keep the CE+ center and surrounding area free of litter or thou shalt become a volunteer "sanitarian."

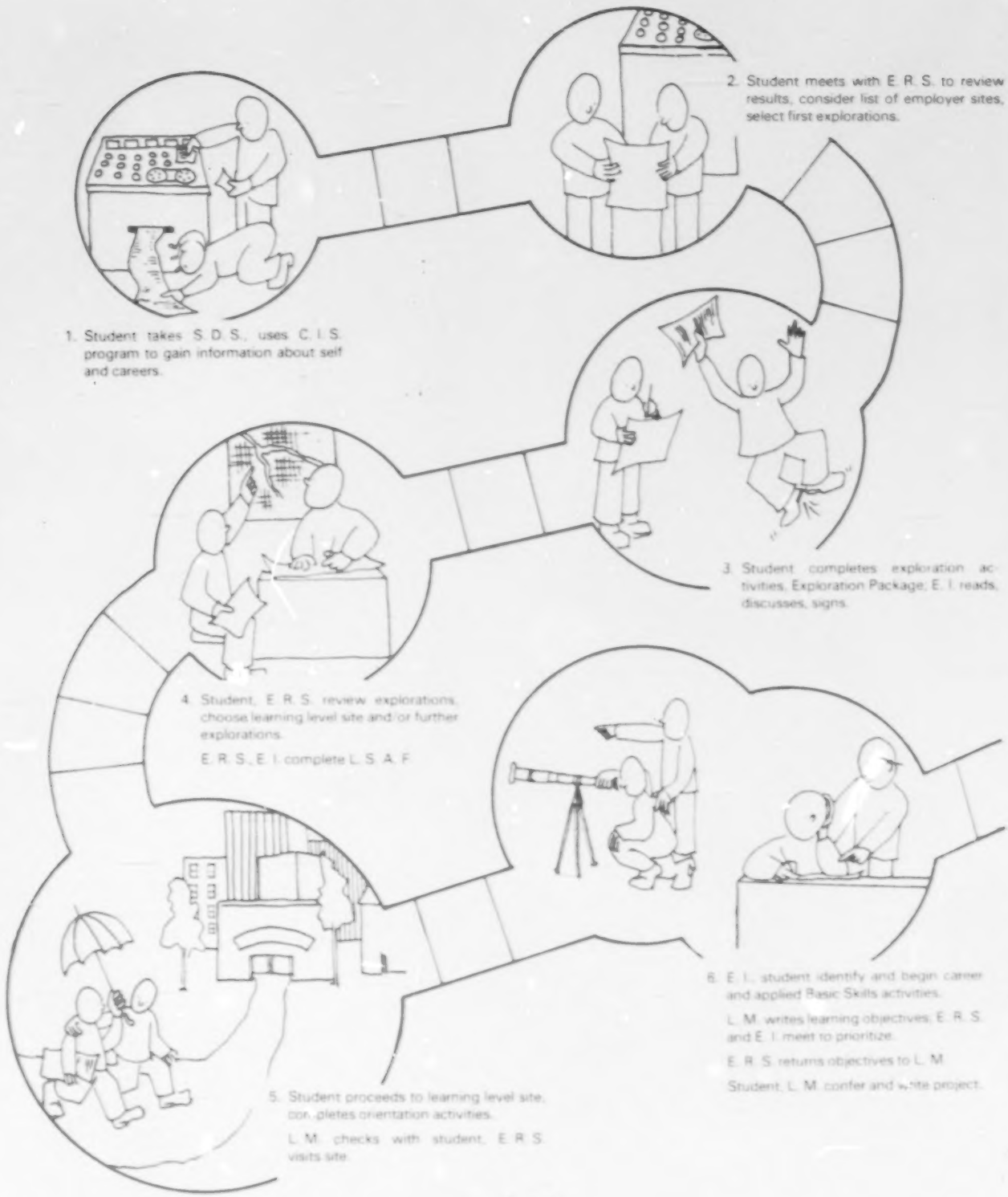
IX.

Thou shalt work and study dutifully and quietly in the CE+ learning center for the CE+ staff will not hold him guiltless who does not work diligently in these chambers.

X.

Thou shalt have an enjoyable and valuable learning experience in CE+ as thy CE+ staff is here to serve.

PATHWAY TO SITE LEARNING



1. Student takes S. D. S., uses C. I. S. program to gain information about self and careers.

2. Student meets with E. R. S. to review results, consider list of employer sites, select first explorations.

3. Student completes exploration activities, Exploration Package; E. I. reads, discusses, signs.

4. Student, E. R. S. review explorations, choose learning level site and/or further explorations.

E. R. S., E. I. complete L. S. A. F.

5. Student proceeds to learning level site, completes orientation activities.

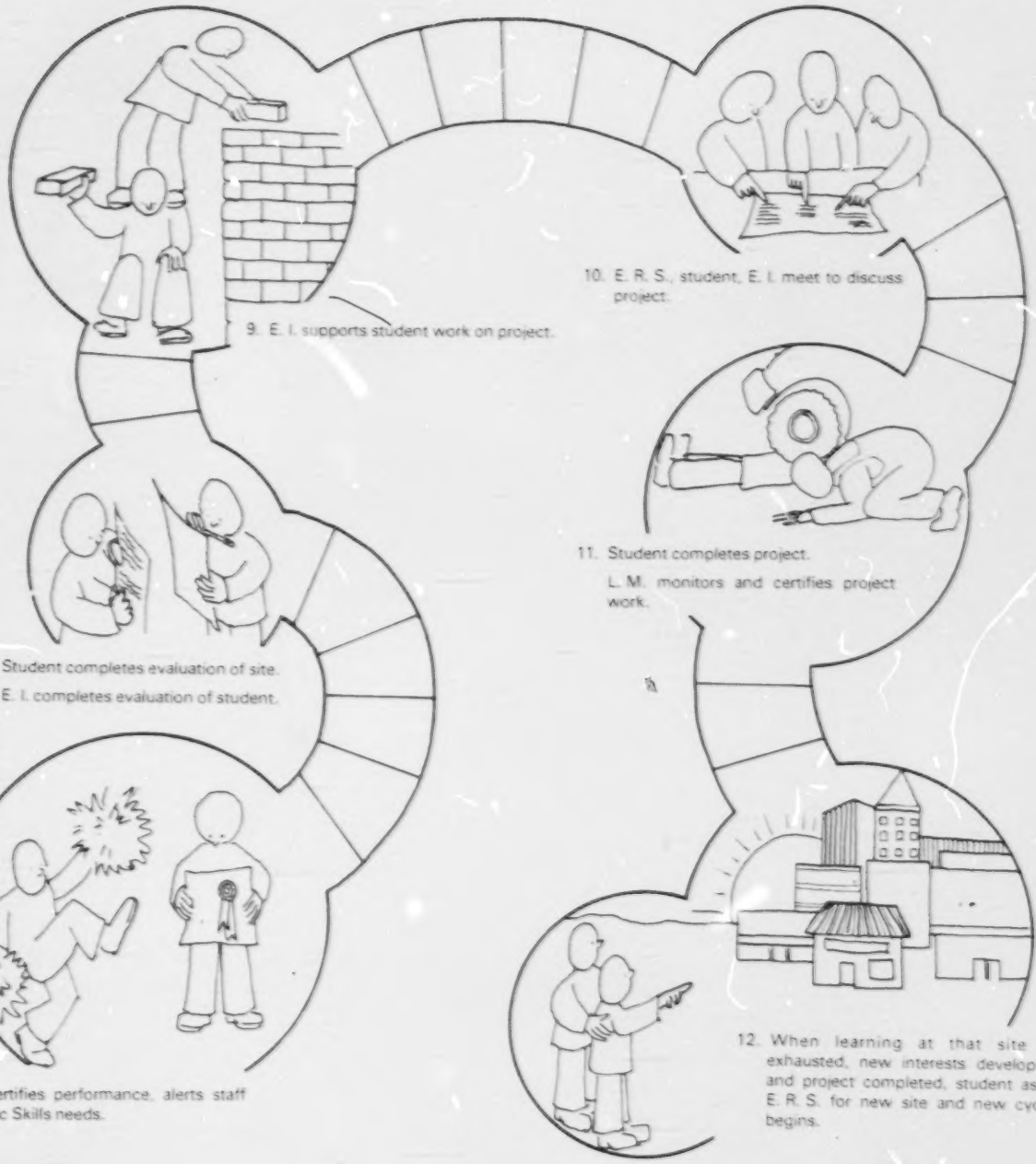
L. M. checks with student, E. R. S. visits site.

6. E. I., student identify and begin career and applied Basic Skills activities.

L. M. writes learning objectives; E. R. S. and E. I. meet to prioritize.

E. R. S. returns objectives to L. M.

Student, L. M. confer and write project.



9. E. I. supports student work on project.

10. E. R. S., student, E. I. meet to discuss project.

11. Student completes project.
L. M. monitors and certifies project work.

8. Student completes evaluation of site.
E. I. completes evaluation of student.

7. E. I. certifies performance, alerts staff of Basic Skills needs.

12. When learning at that site is exhausted, new interests developed and project completed, student asks E. R. S. for new site and new cycle begins.

GLOSSARY

C. I. S. – Career Information System
E. I. – Employer Instructor
E. R. S. – Employer Relations Specialist
L. M. – Learning Manager
L. S. A. F. – Learning Site Analysis Form
S. D. S. – Self Directed Search

Meanwhile, student completes competencies and projects on other sites, participates in employer seminars, tutoring, high school classes, special placements and community activities.

CE PLUS GLOSSARY

Accountability System: A set of learning and behavorial expectations for CE+ students.

Applied Basic Skills: Those basic skills used in performing tasks, solving problems, and learning concepts — as in adding and subtracting to balance a checking account.

Basic Skills: Reading, mathematics, oral and written communications — one component of the CE+ curriculum.

Career Development: A component of the CE+ curriculum that focuses on student exploration of jobs at community sites, comparison and learning of jobs, of site experiences with personal aptitudes, and learning about problems and issues in today's working world.

Career Education Plus: A half-day alternative program to traditional education at Minot High School that involves individualized instruction and community job explorations.

Competencies: Survival skills considered to be necessary for adult roles as citizen, wage earner, consumer, and learner; part of the CE+ Life Skills area.

Competency Certifier: A volunteer from the community with expertise in a specialty area who verifies student mastery of skills and understanding for a competency.

Employer/Community Seminar: Meeting of community people and staff to discuss issues related to the Career Development part of CE+.

Employer Relations Specialist (E. R. S.): Staff member who arranges and maintains student placements at employer sites and responds to the needs of employers as they work with students.

Employer Site: Any community business agreeing to host students as they learn more about careers through learning activities.

Employer Site Productivity: Student activities are required to be "educationally" productive by contributing to achievement of learning goals and acquisition of skills but not be "commercially" productive in terms of financial profit for either employer or student.

Experience-Based Career Education (E. B. C. E.): An educational innovation based on the idea that the community can serve as a classroom for secondary education by providing "reality experiences" in addition to "book learning."

Exploration: Short-term student examination of employer sites to compare interest, abilities, and goals with specific job environments and requirements.

Employer/Community Instructor (E. I.): Person at an employer site who helps students with learning activities, provides guidance, and evaluates student performance of tasks.

Exploration Workbook: A folder that helps students organize and record observations, impressions, and evaluations during exploration level activities at an employer site.

Fundamental Basic Skills: Those basic skills needed before concepts can be learned or tasks performed. The building blocks for further learning — how to multiply decimals, write complete sentences, listen to directions, use a table of contents, etc.

Individualized Learning: Personalized learning plans developed for each CE+ student based on individual needs, interests, abilities, and learning styles.

Journal: An informal, confidential written record of personal experiences, activities, and ideas that students share weekly with a CE+ staff member.

Learning Center: Home base for CE+ students, where they work on projects, attend group meetings, study individually, and meet with CE+ staff and other students; located in the music department of Central Campus.

Learning Level: Process by which students follow through on job explorations of particular sites by returning for in-depth "hands-on" activities to complete projects and acquire job skill and familiarity.

Learning Manager (L. M.): CE+ staff member responsible for negotiating learning activities with individual students.

Learning Plan: An individualized program of study negotiated between each student and his/her learning manager to integrate learning activities in Basic Skills, Life Skills, and Career Development.

Learning Resource Specialist (L. R. S.): CE+ staff member who helps students identify and use materials, competency certifiers, community resource people, and other resources.

Learning Site Analysis Form L. S. A. F.: Form on which the employer relations specialist dissects job tasks with the help of the employer/community instructor so learning activities and objectives can be written.

Learning Station: Any work place within an employer/community site used for student learning explorations and/or learning levels.

Life Skills: A component of the CE+ curriculum that includes five areas of emphasis: critical thinking, functional citizenship, personal/social development, scientific investigation, and creative development; also included in this area are the 15 competencies.

Negotiation: The process through which students and the CE+ staff work together to design and personalize individual learning activities.

Project: Individualized learning strategy that blends activities in Basic Skills, Life Skills, and Career Development; some activities are done at the learning center and some are done at employer/community sites.

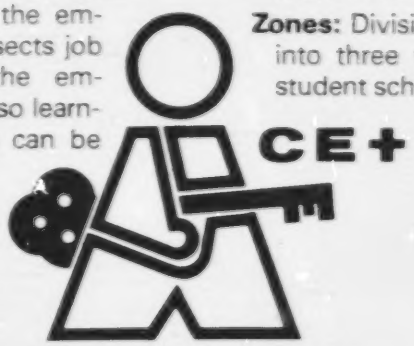
Record of Student Performance: A summary sheet outlining student accomplishments and experiences in CE+.

Student Coordinator (S. C.): CE+ staff member who oversees student activities and works with all staff and students to monitor and support student growth.

Student Performance Review: Form on which an employer/community instructor evaluates a student's achievements and work habits on a learning site.

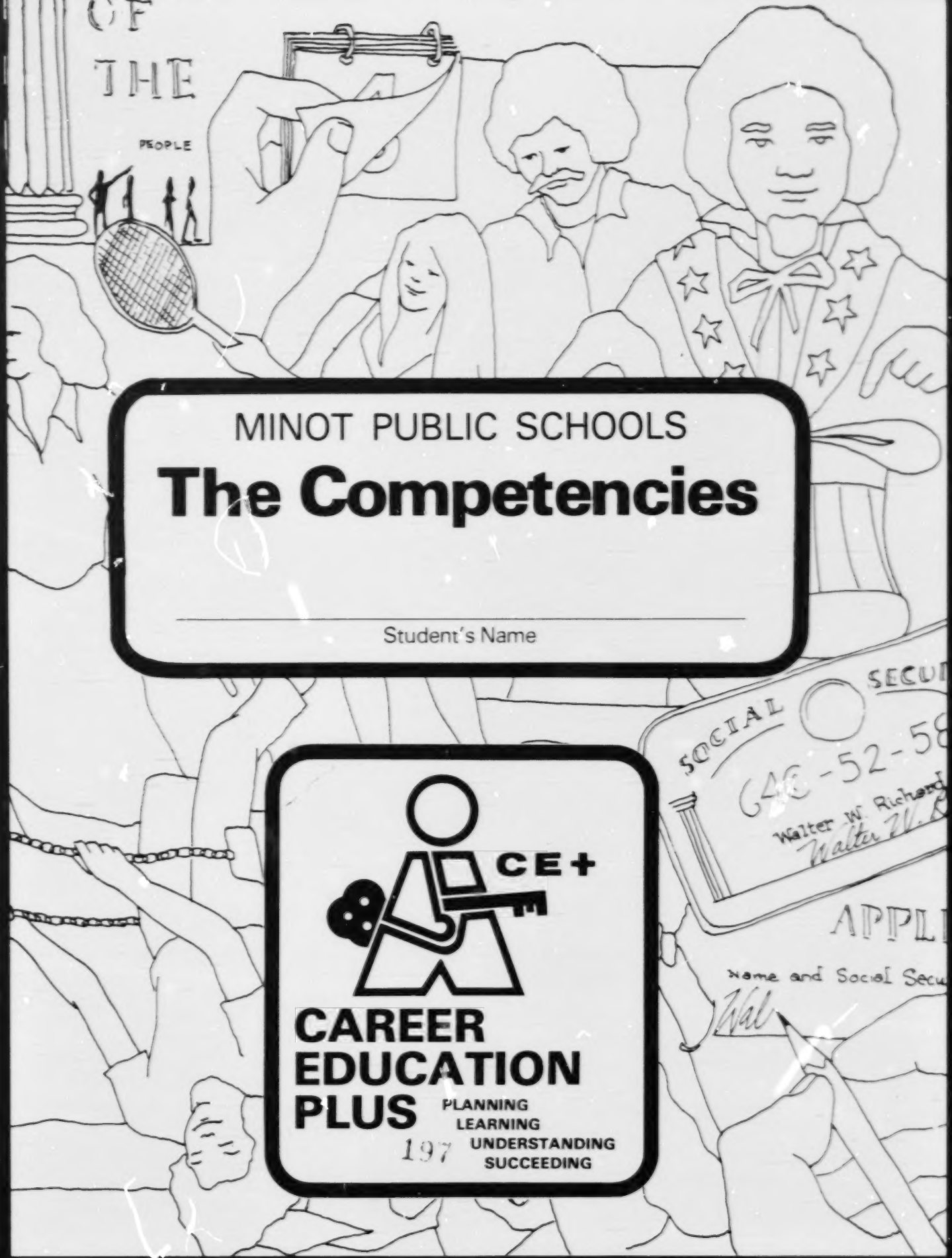
Student Seminars: Regular meetings of the CE+ students and staff to share and discuss experiences and activities that have been encountered.

Zones: Division of the semester or year into three week periods to facilitate student scheduling.



APPENDIX C

CE+: THE COMPETENCIES



MINOT PUBLIC SCHOOLS

The Competencies

Student's Name

CE+

CAREER EDUCATION PLUS

PLANNING
LEARNING
UNDERSTANDING
SUCCEEDING

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The activity which is the subject of this report was supported in whole or in part by the U. S. Office of Education, Department of Health, Education, and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the U. S. Office of Education, and no official endorsement by the U. S. Office of Education should be inferred.

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This document is adapted for local use from the Northwest Regional Educational Laboratory **EBCE Competency Workbook.**

What Are The Competencies?

The competencies are skills and tasks that you should be able to perform to function effectively in today's society. They are not necessarily "good," but they are important. They will acquaint you with other skills and information you may use the rest of your life. Success in these skills will make it easier for you to become independent, self-reliant, self-confident and legally responsible for your own actions.

Some of the competencies involve situations you already encounter in your daily life. For example, you have had some experience in the area of maintaining physical health, so you might choose to demonstrate this competency without doing any additional preparation. You need to check out how this competency is done, however, because you will want to know the specific activities called for. Other competencies involve situations that you have not experienced. You may not have filed income tax before, but you will need this skill in the near future.

One more thing. Some of these competencies ask you to invent facts and information as if you have had certain experiences. For example, you may not own a car now. On the competency that assumes you do, you are free to take information about the car either from a friend, your family or the car you would own if you had one. This is called "hypothetical information." Watch for it.

Who Evaluates Your Performance?

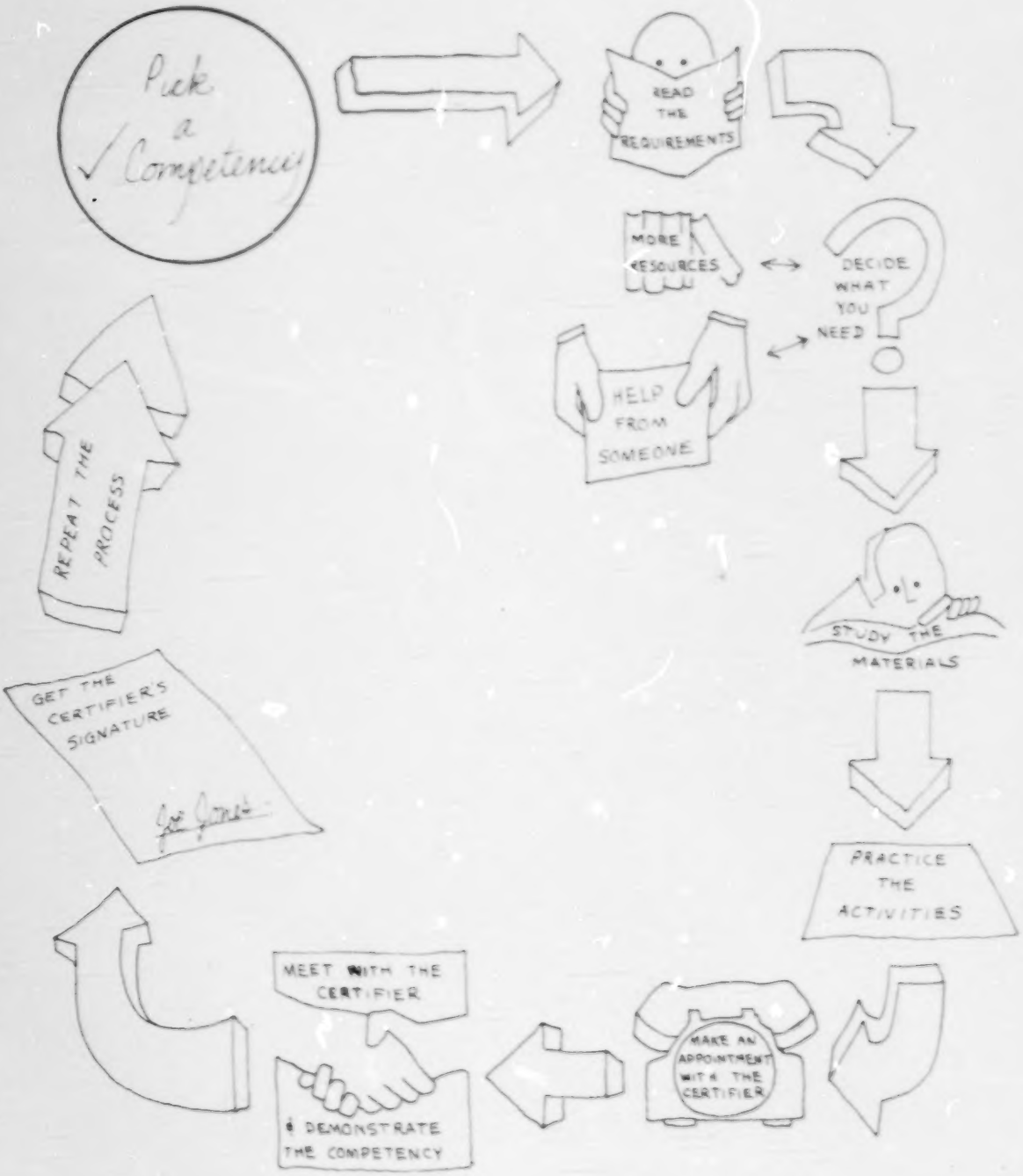
Your performance on the competencies will be evaluated or certified (remember when they were called "grades?") by people working in the community. We're going to call these people your certifiers. They are people who in their daily work are directly involved in the issues dealt with by the competencies. We assume that they already have the skills, know the tasks and understand the information that you are going to learn from these competencies. It is important to realize that the certifiers are your teachers for the competencies. All of these people should welcome your questions. You should feel free to ask them about anything that confuses you concerning your work.

What Do You Do?

The competencies have been selected because they represent skills important or necessary to live successfully in modern society. For this reason, you are expected to take most of the initiative in:

1. locating the materials you need to complete each competency.
2. making appointments with certifiers.
3. planning your time, making and keeping appointments and arranging your transportation.
4. successfully completing the requirements of the competency.
5. obtaining the signatures of certifiers when you have completed the requirements.

The Competencies



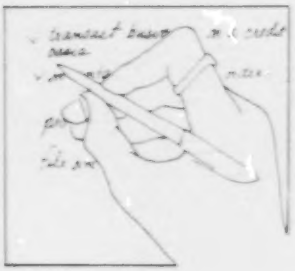
Planning For Competencies

First, you must plan your schedule concerning the competencies. A blank planning form is printed on the inside back cover of this workbook. You should estimate how long it will take you to complete each competency before your schedule will be convenient for the certifier and practical for you. Often you can work on several competencies at the same time if you do some careful planning. Remember, however, that it is probably impossible to get all the competencies completed in a short period of time. Also, don't expect your certifiers to be available at a moment's notice. Like you, they have many other responsibilities.

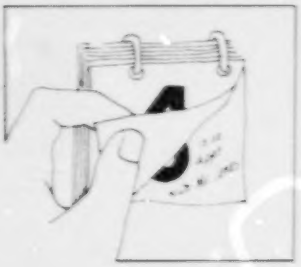
After other students have made their schedules, a master list can be compiled. This list will have all the students' names under each competency. Each student's schedule for completion will also be listed. Use the master list to advantage to help you work together, plan transportation and arrange group meetings with certifiers.

Points To Remember

1. Your performance on the competencies is evaluated by working adults in the community. They are experienced in their fields — you should feel free to ask them any questions you might have.

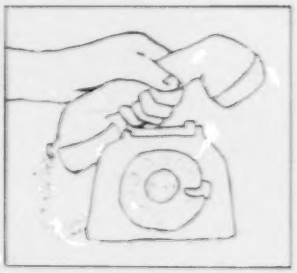


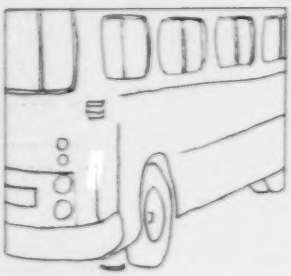
2. Your schedule is important and should be followed closely. It is extremely difficult to finish a great number of competencies at one time. It is unreasonable to expect that certifiers will be able to see you at a moment's notice.



3. It is your responsibility to make and keep appointments with certifiers. For some competencies you may need to coordinate with other students for group appointments.

4. If you are unable to keep an appointment with a certifier because of some emergency, you must call the certifier to make new arrangements.





5. Whenever it is appropriate, group meetings can be arranged for several students and transportation arrangements shared.

6. Names, titles and phone numbers of certifiers are available in the CE+ Learning Center.

7. Certifiers will sign the "Competency Certification" form as you satisfactorily complete each competency.

The competencies are listed on the following pages. Follow the steps below and as you start to work on each competency, fill in "Resources" and "Arrangements" when you get the necessary information.

Student Steps For Certification

1. Read through the workbook to find out what you need to do and where information can be found.
2. Plan a schedule for completing all the competencies within your time limits. Plan dates for completing each one.
3. Tell the staff person in charge what your expected completion dates are.
4. Read carefully "What You Do" and "Steps To Follow For Certification" for each competency as you prepare for it. If you do not understand clearly what you are expected to do, ask someone to explain.
5. List useful resources and general notes on the space provided on the back of each competency description.
6. Study the necessary materials carefully.
7. Practice the tasks you will have to perform for certification.
8. Work with other students to plan appointments and transportation when certifiers prefer to work with groups of students.
9. Make an appointment with the certifier and let the staff person in charge know.
10. Plan transportation carefully so that you are sure to arrive on time.
11. Take the competency certification form with you and have the certifier sign on the space provided.
12. See that the competency certification form is turned into your Learning Manager.
13. Follow steps three through twelve for each competency, trying to keep closely to your schedule for completion of your original plan.

Compentency No. 1
Credit

What You Do

This competency is designed to acquaint you with credit and how to manage it. You will learn the terms and conditions and interest rates that go along with using a bank credit card. You will also learn how to complete a standard installment contract and compute the cost to you in interest.

Materials Needed:

Lap No. 1 — When To Use Credit
Lap No. 2 — How To Choose Credit
Lap No. 3 — How To Manage Credit
Lap — Credit Cards
Loan account application form
Master Charge application form

Steps To Follow For Certification

1. Each of the learning activity packages have a post test which you must pass before moving on to the next lap.
2. Once you have completed all laps you should make up a hypothetical financial profile of yourself including how much money you take home per month, how much you spend on lodging, food, clothes, entertainment, and any financial obligations you might have.
3. Choose an item which you want to borrow money to purchase and fill out an account application form.
4. Fill out the Master Charge application form and read the card holder agreement very carefully.
5. Check with the LRS to make sure all your work is in order then make appointments with the two certifiers.

Useful Resources and General Notes:

Competency No. 2
Maintaining a Checking Account

What You Do

This competency is designed to teach you how to make an application for opening a checking account, how to write a check and how to balance your bank statement.

Materials Needed:

All materials will be supplied during the sessions.

Steps To Take For Certification

1. In order to complete this competency you will spend two days at a Minot Bank. Four or five people go as a group to be certified. When you want to take this competency SIGN YOUR NAME ON A LIST PROVIDED BY THE LRS. When five people have signed up, tell the LRS and you will then set up an appointment with the certifier.

2. After you have finished at the bank you will take your test at the learning center.

Useful Resources and General Notes:

Competency No. 3
Insurance

What You Do

This competency will familiarize you with the concept behind insurance and its history. You will also become familiar with the various types of insurance, such as life, health, property, liability, auto and fire insurance.

Materials Needed:

All materials supplied by the certifier.

Steps To Take For Certification

1. This competency is conducted by an insurance agent in a group setting. The time for this competency will be arranged by the LRS.

2. Upon completion of the seminar you will pass a test on this competency at the learning center.

Useful Resources and General Notes:

Competency No. 4
Filing State and Federal Taxes

What You Do

Given hypothetical information you will complete a state income tax form. The Federal tax Forms 1040 and 1040A.

Materials Needed:

Booklet **Understanding Taxes**
North Dakota Individual Income Tax Form 37
Short Form 1040A
Long Form 1040
Schedules A and B (Form 1040)

Steps To Take For Certification

1. Using the booklet **Understanding Taxes** fill out Form 1040A with information provided by LRS.
2. Fill out North Dakota Individual Income Tax Form 37 using information on your Form 1040A.
3. Fill out Form 1040 and appropriate schedules.
4. Have the LRS check over all forms.
5. Take all completed forms to the Internal Revenue Service to be checked over. You are certified at the I.R.S.

Useful Resources and General Notes:

Competency No. 5
Budgeting

What You Do

Using your own family and household for basic information or using hypothetical data plan a budget for three months to the satisfaction of the certifier.

You will also plan, carry out and record a schedule of your activities for a period of seven days. The plan must include all activities you do, and the record you keep must be completed to the satisfaction of your L.M.

Materials Needed:

Learning Activity package on budgeting.
Forms used for making the budget.
Handout on setting up a family budget.

Steps To Take For Certification

1. Study the LAP on budgeting.
2. Take the test on the LAP.
3. Study information on handout.
4. Set up a family budget for three months.
5. Take the completed budget to the certifier.

Useful Resources and General Notes:

Competency No. 6
Physical Health and Use of Leisure Time

Materials Needed:

Physical Education Self Report.

What You Do

Develop and follow a fitness program that meets your physical needs and participate in activities that are recreational to you.

Steps To Take For Certification

1. Fill out physical education self report.
2. Meet with certifier in order to assess your physical needs and develop a physical fitness and recreational program leading to improvement in the areas which need improvement.
3. Carry out your physical fitness program.
4. Select two activities in which to participate over a period of three months. Outline the plan with your learning manager and turn in a report of the activities to your L.M. after the agreed on period of time.

Useful Resources and General Notes:

Competency No. 7
Fire, Police and Physical Health Emergencies

What You Do

Demonstrate a knowledge of fire prevention and effective action in fire emergencies. Show a knowledge of procedures if you had to act in emergency situations. Pass a basic first aid test, if you have not in the last four years.

Materials Needed:

Booklet on fire emergencies.
Materials prepared by Minot Police Department.

Steps To Take For Certification

1. Pass test on fire emergency provided by LRS.
2. Pass test on materials provided by the Minot Police Department.
3. Meet with certifier at Minot Police Department.
4. If you need to, see LRS for information on First Aid.

Useful Resources and General Notes:

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Competency No. 8
Elections

What You Do

Demonstrate an understanding of the political subdivisions and the process of candidate selection. Demonstrate an ability to complete a paper ballot and apply for an absentee ballot. Show an understanding of the responsibilities of election officers.

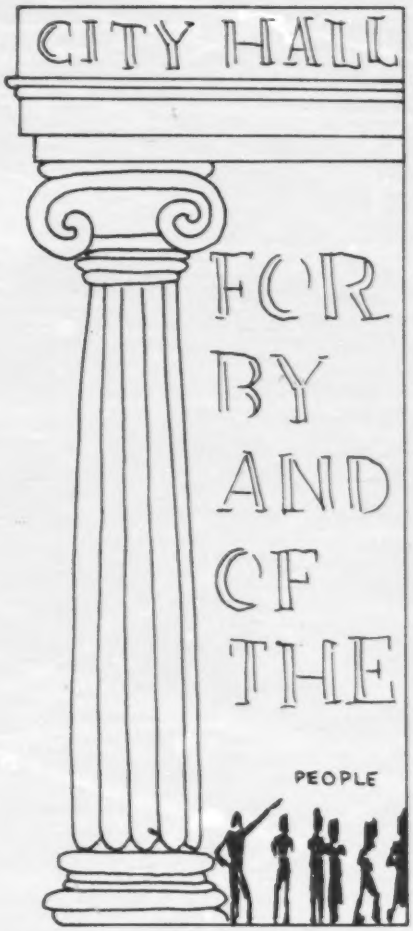
Materials Needed:

Governing North Dakota
Related materials supplied by the LRS.

Steps To Take For Certification

1. Study Chapters 6, 7, and 8 in the book: **Governing North Dakota.**
2. Participate in a seminar with the LRS on this competency.
3. Meet with the certifier.

Competency No. 9
Structure and Function of Local Government



What You Do

You will be able to show an understanding of the job, duties, obligations, and authority of elected and appointed officials. Explain ways in which you can hold an official accountable and show an understanding of the effects of lobbying practices by interest groups and individuals.

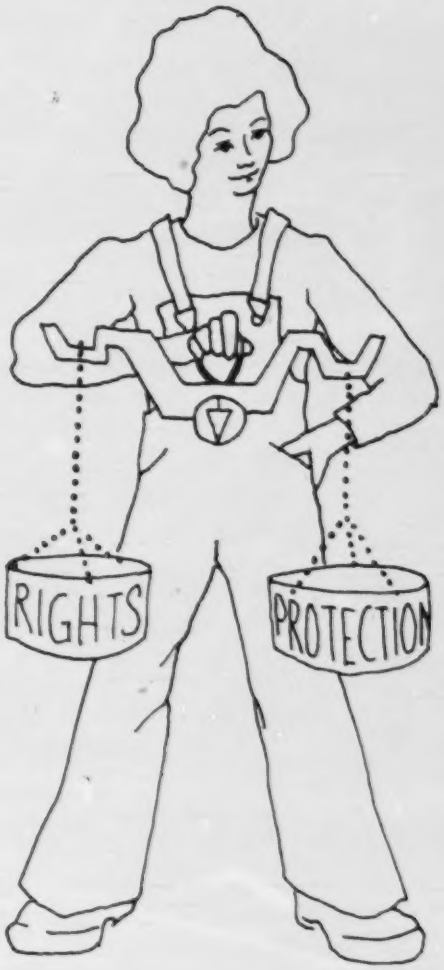
Materials Needed:

Handbook for City Council Volume I and II.
Worksheet on Competency.
Governing North Dakota.

Steps To Take For Certification

1. Study the Handbook for City Council Volumes I and II.
2. Study Chapter VIII of the book **Governing North Dakota.**
3. Complete worksheet and hand it in to the LRS.
4. Attend a city council meeting and take informal notes on the proceedings.
5. Meet with the certifier and be prepared to explain the role and responsibilities of individuals from the legislative and executive branches of government. Discuss an issue in which lobbying efforts were clearly involved and explain the variety of ways that you can hold officials accountable including re-election, recall and direct pressure.

Competency No. 10
Legal Rights



What You Do

Show an understanding of consumer rights and use of consumer protection agencies. Demonstrate an understanding of consumer contracts.

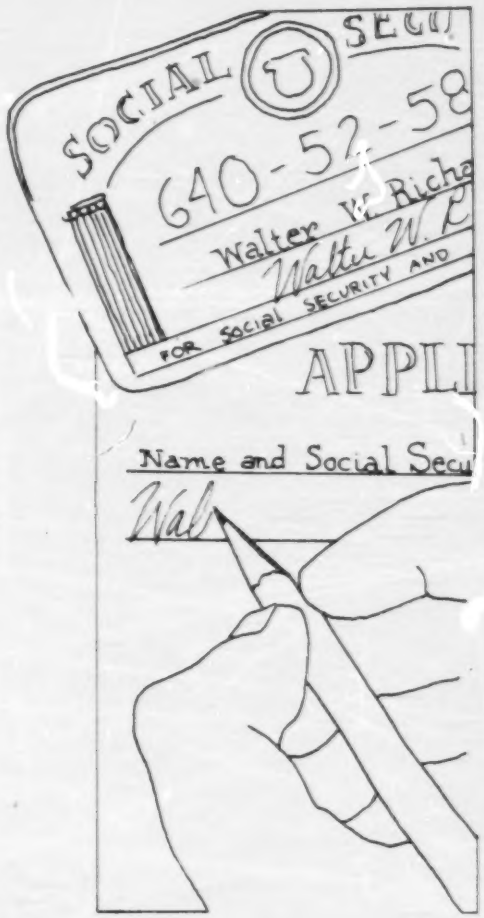
Materials Needed:

LAP on consumer contracts.
Materials supplied by the certifier.

Steps To Take For Certification

1. Study the LAP on consumer contracts.
2. Take post test on the LAP.
3. This is a group competency. When you have finished one and two contact the LRS.
4. Your group will attend a seminar on consumer rights and be given a take home test to complete.
5. Complete the test and give it to the LRS.

Competency No. 11
Make Appropriate Use of Public Agencies



What You Do

You will make an application for a social security card. Attend a seminar on unemployment benefits and go to the county courthouse to look up pertinent information on a piece of property in Ward County

Materials Needed:

All materials will be supplied by the LRS at the time of the various sessions.

Steps To Follow For Certification

1. If you don't have a social security card go to the SOCIAL SECURITY OFFICE and apply for one.
2. The rest of the steps in this competency are conducted as a group of four or five — sign up for the competency on a sheet provided by the LRS.
3. The group will meet for a session with the LRS to get information on unemployment insurance.
4. The group will meet with the LRS to discuss property taxes and related matters.
5. The group will attend a seminar at the Job Service.
6. The group will meet with the county auditor.

Competency No. 12
Application For Employment And Successfully Hold A Job

What You Do

By completing this competency you will learn how to fill out a job application form, prepare a resume and conduct yourself in an interviewer situation.

Materials Needed:

Resume Outline
Job Application Form
List of most commonly asked interview questions.
Student Handbook — **Preparing For Employment.**

Steps To Take For Certification

1. Fill out the job application form. This form will be used as a fact sheet. Before going to be certified in this competency ask the LRS for another form, you can use your first application as a fact sheet.

2. Write up a personal resume. A resume is a summary of your schooling, work skills, and past jobs. Using the resume guideline provided write up your own. **DO THIS ON A SEPARATE SHEET OF PAPER.** Type your resume up if you know how, if not **PRINT** it. This must be very neat!

3. Write out answers to the most commonly asked interview questions.

4. Study the Student Handbook, **Preparing For Employment.** When you know the material make an appointment with the LRS to discuss the material you have studied.

5. Contact the certifier to make an appointment for certification, and inform the LRS of the date and time of the appointment.

6. Before going to your appointment get a job application form from the LRS and fill it out. This must be very neat!

7. Get to your appointment on time. Remember to dress very neatly. Take along your resume and your recently completed job application.

Competency No. 13
Finance and Maintain An Auto

What You Do

By completing this competency you will learn how to complete a maintenance schedule for an automobile and you will also understand information on the financing of an automobile.

Materials Needed:

LAP on financing an automobile.
Sample Maintenance Schedule.
Materials on Maintenance.

Steps To Take For Certification

1. Study LAP on financing a car.
2. Take the post test on the LAP.
3. Study the materials on the car maintenance schedule.
4. Using your parents' car or a hypothetical automobile complete a maintenance schedule for the car for one year.
5. Contact the certifier for certification.

Competency No. 14
Cold Weather Survival

What You Do

By completing this competency you will learn how to protect yourself in cold weather emergencies and learn what items to carry in your car during the winter.

Materials Needed:

Pamphlet on Cold Weather Survival.

Steps To Follow For Certification

1. Study pamphlet on cold weather survival.
2. Take test on the pamphlet.
3. Once a group of four or five have completed steps one and two set up an appointment with the certifier.

Competency No. 15
Cooking

What You Do

After studying the basic food groups, you will demonstrate an understanding and use of them. You will then become involved in menu planning and cooking.

Materials Needed:

Place to prepare three meals.
Food to be prepared.
Materials on the basic food groups and nutrition.

Steps To Take For Certification

1. Study and be able to use the basic food groups.
2. Prepare a menu (breakfast, lunch and dinner) for yourself for one week.
3. Prepare at least one meal from each category.

Suggested Resources For Competencies

Please contact your staff member coordinating the competencies for assistance if you have difficulty locating any of the resources listed below.

1. Transact business on a credit basis

Suggested Materials

Books on credit responsibilities and use
Credit card requirements and applications
Sample contracts from various stores
Federal and state laws on credit, interest, bankruptcy, contracts, minors, etc.

Agencies to Contact

Local banks and credit unions
Debt consolidation agencies
Consumer protection groups and agencies
State legislators

2. Maintain a checking account

Suggested Materials

Books on managing personal income
Sample checking accounts

Agencies to Contact

Local banks

3. Provide adequate insurance for yourself, your family and possessions

Suggested Materials

Books on general recordkeeping
Insurance brochures
Sample insurance policies of various kinds
State laws pertaining to insurance

Agencies to Contact

Local insurance agencies
State insurance division

4. File state and federal taxes

Suggested Materials

Tax forms and instruction booklets
Simulated tax problems

Agencies to Contact

State and federal tax agencies
Private tax consultants

5. Budget time and money effectively

Suggested Materials

Books on general recordkeeping
Books on financing
Pamphlets on budgeting and planning

Agencies to Contact

Local education agencies (e.g., home economics department)
Local banks

6. Maintain good physical health and make effective use of leisure time

Suggested Materials

Booklets on various physical activities
Books on health, exercise, diet and fitness

Agencies to Contact

State and local park services
Physical education departments of local schools and colleges

7. Respond appropriately to fire, police and physical health emergencies

Suggested Materials

Books on first aid
Pamphlets on emergency procedures.

Agencies to Contact

Police, fire and health (mental and physical) emergency agencies

8. Participate in the electoral process

Suggested Materials

Voters' pamphlets
Sample ballots
Voter registration forms
Federal, state and local election laws

Agencies to Contact

Voters' groups
Federal, state and local government representatives
Lobbying groups
County elections office

9. Understand the basic structure and function of local government

Suggested Materials

City and county charters
State constitution
Booklets on judicial system, lobbying and youth roles
Updates on constitutional amendments and local ordinances
Local newspapers
Books on government

Agencies to Contact

State, county and local governing bodies

10. Explain personal legal rights

Suggested Materials	Agencies to Contact
Pamphlets on youth and law	Consumer protection agencies
U.S. Constitution	Local law enforcement agencies
State constitution	Federal, state and local government representatives
Warranties and guarantees	
Booklets on consumer protection	
HEW regulations on rights of students	

11. Make appropriate use of public agencies

Suggested Materials	Agencies to Contact
Booklets on Social Security, Welfare, Unemployment Insurance, etc.	Public agencies (city, county, state, federal)
Sample forms for various agencies	

12. Make application for employment and successfully hold a job

Suggested Materials	Agencies to Contact
Various job applications	Local employment agencies
Booklets on job finding	Private employment firms
Sample resumes	Employment directors of businesses and agencies
Information on Unemployment Insurance	
Sample agreements from private employment firms	

13. Finance and maintain an automobile

Suggested Materials	Agencies to Contact
Auto consumer report	Motor vehicle departments
State motor vehicle laws	Auto sales and service shops
Service manuals	
Drivers' manuals	

14. Cold Weather Survival

Suggested Materials	Agencies to Contact
Books on cold weather survival	Civil defense office
Booklets and charts on wind chill factors	Weather bureau-government

15. Cooking

Suggested Materials	Agencies to Contact
Booklets on nutrition and basic food groups	County home economist
Books on menu planning	School home economics teachers
Recipe books	Food service chefs and cooks

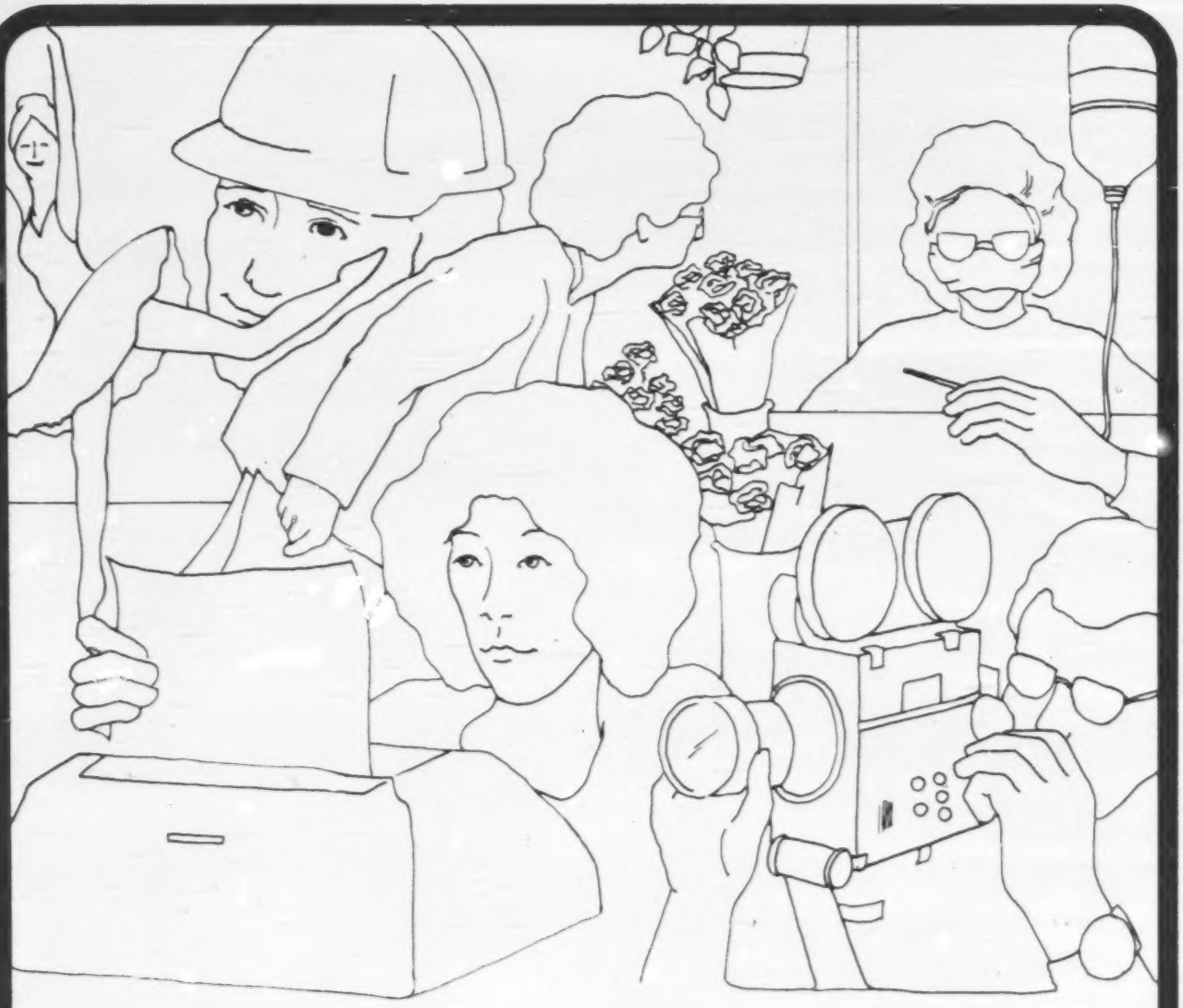
Plan Your Schedule

List all competencies in the left-hand column. Enter in the proper monthly columns the date you plan to start working on each competency and the date you intend to complete each. Keep your schedule current by changing the dates when necessary. When **all activities** of a competency have been certified, enter completion date in the right-hand column.

COMPETENCY	Number of Activities	September	October	November	December	January	February	March	April	May	June	Date Actually Completed

APPENDIX H

CE+: CAREER EXPLORATION GUIDE



MINOT PUBLIC SCHOOLS

Career Exploration Guide

CE+

Student _____

Site _____

Employer Instructor _____

Starting Date _____

Completion Date _____

Student Checklist

- ☐ Go to the site and meet the employer instructor.
- ☐ Arrange your exploration schedule with the employer instructor, bring back signed forms.
- ☐ Interview the employer instructor and record your interview in writing or on tape.
- ☐ Gather information about the job you're exploring; keep printed materials in back pocket of this guide.
- ☐ Answer questions in this guide.
- ☐ Take photographs or draw sketches and write descriptions of site scenes.
- ☐ Record job skills required.
- ☐ Write a summary of how you feel about this exploration on the Comment Page.
- ☐ Check one of the three boxes on the inside back cover.
- ☐ Turn this guide over to your employer instructor to evaluate and sign if it is satisfactory.
- ☐ Write a thank-you letter to your employer instructor and file a copy of it in the back pocket of this guide.
- ☐ Turn in the Exploration Guide to school staff for evaluation; if it is unsatisfactory or incomplete, continue working on it until it is accepted by staff as satisfactory.

The activity which is the subject of this report was supported in whole or in part by the U. S. Office of Education, Department of Health, Education, and Welfare, However, the opinions expressed herein do not necessarily reflect the position or policy of the U. S. Office of Education, and no official endorsement by the U. S. Office of Education should be inferred.

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This document is adapted for local use from the Northwest Regional Educational Laboratory **EBCE Career Exploration Guide.**

Getting Started on Your Career Exploration

Company or agency _____

Employer instructor _____

Address _____ Telephone _____

What type of job are you about to explore? _____

Before you explore the job, based on information from career tests you have taken or knowledge you already possess, describe what you expect.

Why did you choose this job to explore? _____

_____

_____

_____

_____

_____

What do you think this exploration will be like? _____

_____

_____

_____

_____

_____

Fill in the dates and hours you have agreed to be at the job site.

Week of	*Monday*	*Tuesday*	*Wednesday*	*Thursday*	*Friday*

Interview Your Employer Instructor

Using questions suggested below as well as questions of your own choosing, interview your employer instructor.

What do you do during a typical day – the same things over and over, or something different?

_____

_____

What type of dress is acceptable – that is, slacks, jeans, shirt and tie?

_____

How did you get started in this job?

_____

_____

What are the opportunities for advancement?

_____

_____

What is the estimated salary range?

_____

How long have you been with this company?

_____

What do you like about your job?

_____

What do you dislike about your job?

_____

How old do you have to be to work here?

_____

Other interview questions and answers:

_____

_____

_____

Look At Job Site Requirements

Physical Requirements

Here are some examples of physical requirements that might be particularly necessary for certain jobs:

- Special height
- Special weight
- Adequate vision
- Ability to distinguish colors
- Physical strength
- Ability to stoop long periods
- Ability to sit long periods
- Driving ability
- Special voice qualities
- Special appearance
- Ability to stand long periods
- Ability to lift weights over 50 pounds

Look at the job you are exploring, list the physical requirements for it, and say whether you have them or not. (Remember, you may find ones not listed above.)

Physical Requirement	*I Have It*	*I Don't Have It*

Training and Experience

What are the educational and/or special training requirements of this job?

What kinds and lengths of experience are required by this job?

Describe the Company or Agency Where Your Job Site Is Located

Does it provide a **service** for customers or the public? ☐ Yes ☐ No

Does it **manufacture** a product? ☐ Yes ☐ No

Does it **sell** a product or products? ☐ Yes ☐ No

Describe the service or product: _____

_____

_____

_____

_____

_____

_____

_____

_____

Describe the Job You Are Exploring

What kinds of **equipment and tools** are used on this job?

_____

_____

_____

_____

_____

_____

_____

_____

_____

What are some **activities and work tasks** typical of this job?

_____

_____

_____

_____

_____

_____

_____

_____

_____

Describe the Site With Pictures and Words

Put photographs, drawings or cartoons in the boxes provided and below the pictures write descriptions of services, products, equipment or people that are in the pictures.

Examine Your Job Interests and Aptitudes

One way to match or mismatch yourself with a job is to compare the job with things you enjoy doing, are capable of doing or would like to learn. In the following activities, analyze the skills and tasks required by the job you are exploring and compare them with your own preferences and abilities.

	Give an example from the job site	*Do you like to do this?*	*Can you do it?*
Working with Things			
Precision work			
Operating equipment			
Handling materials			
Working With Information			
Interpreting facts			
Organizing and using information			
Copying, sorting and putting things together			
Working with numbers or words			
Working With People			
Counseling			
Discussing and bargaining			
Supervising			
Selling			
Teaching			

Special Skills and Aptitudes

Communication Skills

What do you consider to be the communication skills and aptitudes most necessary to performance of this job?
(Example – Speaking, Listening, Writing, Reading)

1. _____

2. _____

3. _____

Math Skills

What do you consider to be the math skills and aptitudes most necessary to performance of this job?
(Example – Addition, Subtraction, Multiplication, etc.)

1. _____

2. _____

3. _____

List the skills and aptitudes you think you would have to learn in order to do this job, and suggest ways you think they could be learned (for example, on the job, college courses, company training programs, etc.)

	Skills	Ways You Could Learn Them
1.	_____	_____
2.	_____	_____
3.	_____	_____

Know Your Career Clusters

Knowing how jobs are grouped into clusters will help you understand the functions and contents of various occupations. This knowledge will assist you in realizing the levels, or steps (ladder concept) at which occupations exist.

1. The job you explored is related to which of the fifteen clusters?

2. What kinds of jobs might be held before moving up to the position held by your EI?

3. Could the position held by your EI lead to jobs higher up in the company or business? If so, give examples.

4. After doing this job exploration, do you think you would like to explore further jobs in this cluster? If so, list some examples.

5. After completing this exploration, have you found that you are more interested in jobs related to some other cluster? If so, which cluster? Why did you choose that particular cluster?

Think About Values or Principles

Before exploring the job, look at the values and principles listed below. Check those that are important to you and add others if you wish. Think about whether they might conflict with requirements of a job or might make a job especially desirable.

Personal values	Social values	Work values
☐ independence	☐ human rights	☐ job security
☐ surroundings	☐ group rights	☐ wages and benefits
☐ loyalty	☐ equal opportunities	☐ competition
☐ self-satisfaction	☐ environment issues	☐ advancement
☐ leadership	☐ teamwork	☐ status
☐ appearance/grooming	☐ _____	☐ _____
☐ _____	☐ _____	☐ _____

After exploring the job, think again about personal, social and work values and answer the following questions.

Personal Values

Does your employer instructor work alone or with many people? _____

_____

Is the work area comfortable, safe and well-lighted? _____

What are the special rules for appearance? _____

Describe opportunities to show independence and leadership _____

_____

Social Values

Can workers of either sex work in this job? (If not, why not?) _____

_____

If you can, give an example of this company or agency's concern for protecting the environment _____

_____

Is there a procedure for workers to influence decision making? _____

_____

Work Values

What wages are paid for a beginning worker in the job you explored? _____

_____

Is there a union or bargaining group to represent workers? _____

Is there a group insurance plan here? _____

What are the opportunities for promotion? _____

Does this company provide in-service training for employees? _____

_____

Comments and Evaluations

Student: Write one or two statements about this job site summing up your reaction to it, particularly how it matches up with your career expectations.

_____
Signature *Date*

Employer Instructor: Describe briefly your reactions to this exploration and your evaluation of the student's performance.

_____ has completed this
Exploration Guide to my satisfaction

_____
Signature *Date*

School Staff: Write your evaluation of this exploration and how it has affected the student's career awareness and planning.

_____
Signature *Date*

Use this pocket for company materials such as brochures, organizational charts, job descriptions, employee handbooks, legal codes applicable to the job and other items of interest.

Also file a copy of your thank-you letter here.

To the student: Based on the exploration you just completed, check one of the statements below that best fits how you feel.

- ☐ I do not want to explore this kind of job further.
- ☐ I want to explore this kind of job further, but on another site.
- ☐ I do not want to explore this kind of job right now, but I may want another look in the future.

Where Does Your Job Fit?
PERSONAL SERVICES
FINE ARTS AND HUMANITIES
CONSUMER AND HOMEMAKING-RELATED
BUSINESS AND OFFICE
MARKETING AND DISTRIBUTION
MANUFACTURING
COMMUNICATIONS AND MEDIA
CONSTRUCTION
HEALTH
PUBLIC SERVICES
HOSPITALITY AND RECREATION
ENVIRONMENTAL CONTROL
TRANSPORTATION
MARINE SCIENCE
AGRI-BUSINESS AND NATURAL RESOURCES